VOCATIONAL MOTIVATION AS A FACTOR

IN ACADEMIC ACHIEVEMENT

BOSTON UNIVERSITY
SCHOOL OF EDUCATION
LIBRARY
Ed.
Service Paper
Hale, V.D.
1948
The Gift of Vasco DeGama Hale

Ed
Service Paper
Hale, V.D.
1948
Microfilm

BOSTON UNIVERSITY

SCHOOL OF EDUCATION

Service Paper

VOCATIONAL MOTIVATION AS A FACTOR IN ACADEMIC ACHIEVEMENT

Submitted by

Vasco DeGama Hale

(B.S., West Virginia State, 1939)

In partial fulfillment of requirements for

the degree of Master of Education

1948

Boston University
School of Education
Library

School of Education
Gift of V. D. Hale
August 16, 1948
29839

Digitized by the Internet Archive
in 2016 with funding from
Boston Library Consortium Member Libraries

https://archive.org/details/vocationalmotiva00hale

FIRST READER:

J. Wendell Yeo,
Professor of Education

SECOND READER:

Worcester Warren,
Professor of Education

THIRD READER:

Dugald S. Arbuckle,
Assistant Professor of Education

TABLE OF CONTENTS

TABLE OF CONTENTS

	Page
Chapter I - Introduction	1
A. Statement of the Problem	1
B. Justification of Inquiry	2
Chapter II - Vocational Motivation and Occupational Adjustment	6
A. Nature of Motivation	6
B. Related Research	8
C. Vocational Choice and Its Preparation	13
D. Vocational Adjustment	24
Chapter III - Method of Investigation	26
A. Development of the Inquiry Form	26
B. Selection of Study Groups	28
C. Administration of the Inquiry Form	29
Chapter IV - Results of the Survey	33
A. Characteristics of the Groups Studied	33
B. Vocational Preference and Objectives	35
C. Opinions Concerning Adequacy of Information and Guidance	44
D. Opinions Concerning Educational Choice and Status	46
E. Importance of College Education to Students	47
Chapter V - Summary and Conclusions	50
A. Restatement of the Problem	50
B. Major Findings	51

TABLE OF CONTENTS - continued

	Page
C. Conclusions and Limitations	52
D. Recommendations and Suggestions for Further Study	52

Appendix

A. Initial Letter February 26, 1948

B. Classification Data

C. Form A - Questionnaire

D. Form B - Questionnaire

E. Message used on Follow-Up Card

F. Follow-Up Letter

G. Graphs

LIST OF TABLES

		Page
Table I	- No. of Inquiry Forms Sent	31
Table II	- Educational Status of Those Interviewed	33
Table III	- Marital Status of Those Interviewed	34
Table IV	- Age Range of Those Interviewed	35
Table V	- Responses of Those Having a Vocational Objective	36
Table VI	- Cases of Vocational Choices in Agreement with Vocational Preferences	38
Table VII	- Length of Time Particular Occupation was under Consideration	39
Table VIII	- Stages of Vocational Choice	41
Table IX	- When Vocational Objectives Were Arrived At	42
Table X	- Parental Approval of Vocational Objectives	43
Table XI	- Adequacy of Information	44
Table XII	- Adequacy of Information About Vocational Objectives Those Interviewed Had while still in College	45

LIST OF TABLES

		Page
Table I	- No. of Inquiry Forms Sent	31
Table II	- Educational Status of Those Interviewed	33
Table III	- Marital Status of Those Interviewed	34
Table IV	- Age Range of Those Interviewed	35
Table V	- Responses of Those Having a Vocational Objective	36
Table VI	- Cases of Vocational Choices in Agreement with Vocational Preferences	38
Table VII	- Length of Time Particular Occupation was under Consideration	39
Table VIII	- Wisdom of Vocational Choice	41
Table IX	- When Vocational Objectives Were Arrived At	42
Table X	- Parental Approval of Vocational Objectives	43
Table XI	- Adequacy of Information	44
Table XII	- Adequacy of Information About Vocational Objectives Those Interviewed Had while still in College	45

LIST OF TABLES

CHAPTER I

INTRODUCTION

CHAPTER I

INTRODUCTION

1. Statement of the Problem

Purpose of the study.-- This is a study to show the effect of a definite vocational choice on the academic success or failure of veterans in a metropolitan university. Specifically, the study proposes to determine:

1. How many of the veterans studied had made a definite vocational choice and how permanent was this choice. Further purposes are to learn:
2. How certain the veterans were about their vocational choice.
3. If the choices were arrived at before or after entering college.
4. The reasons for the changes of vocational choices.
5. Whether the parents favored the vocational choices.
6. Whether the veterans had adequate guidance and information about their chosen vocations.
7. Whether the veterans are attending the schools of their own choice.
8. Whether the school they are attending, or from which they have withdrawn or graduated is providing, or

CHAPTER I

INTRODUCTION

I. Statement of the Problem

Purpose of the study.-- This is a study to show the effect of a definite vocational choice on the academic success or failure of veterans in a metropolitan university. Specifically, the study proposes to determine:

1. How many of the veterans studied had made a definite vocational choice and how permanent was this choice. Further purposes are to learn:
2. How certain the veterans were about their vocational choice.
3. If the choices were formed at before or after entering college.
4. The reasons for the changes of vocational choices.
5. Whether the parents favored the vocational choices.
6. Whether the veterans had adequate guidance and information about their chosen vocations.
7. Whether the veterans are attending the schools of their own choice.
8. Whether the school they are attending, or from which they have withdrawn or graduated is providing, or

did provide, the preparation they need to qualify them for their chosen vocation.

9. How important veterans considered college to be in fulfilling their life plans.

10. Whether veterans would be in college if they could secure worthwhile employment.

Scope of the study.-- This study is confined to a select group and definite arbitrary limitations have been set up.

1. The veterans used as a basis of this study are those of World War II who began their training during 1943 or since and who were in training at least one semester of that period.

2. The veterans included in the study were selected from those enrolled in the University between the dates of September 1943, when the veterans' training program began, and September 1947.

3. The study is further limited to students of Boston University.

II. Justification of the Inquiry

During and since World War II, considerable attention has been focused on the problems and the needs of veterans. This focus of attention has had the effect of stereotyping the veteran as a specific and peculiarly different human phenomenon. While it is true that the individual veteran does have many problems

aid provide, the preparation they need to qualify them for their chosen vocation.

9. How important veterans considered college to be in fulfilling their life plans.

10. Whether veterans would be in college if they could secure worthwhile employment.

Scope of the study.-- This study is confined to a select group and definite criteria limitations have been set up.

1. The veterans used as a basis of this study are those of World War II who began their training during 1945 or since and who were in training at least one semester of that period.

2. The veterans included in the study were selected from those enrolled in the University between the dates of September 1945, when the veterans' training program began, and September 1947.

3. The study is further limited to students of Hosson University.

II. Justification of the Inquiry

During and since World War II, considerable attention has been focused on the problem and the needs of veterans. While forms of assistance has had the effect of stereotyping the veteran as a specific and peculiarly different human phenomenon. While it is true that the individual veteran does have many problem

which are more or less common to all men and women discharged from the service, it is equally true that each veteran has particular hopes, aspirations, needs, and problems which may be peculiarly his own. He is an individual who, in spite of the homogeneity of many of his problems, may require a specific type of guidance service that is geared to his own individual needs. This is particularly true in his educational rehabilitation.

A study of student personnel problems made in 1935 by Gilbert C. Wrenn, and Reginald Bell[1] along with other psychological studies made about the same time showed that "the student does not learn with his mind alone but as a personality unit." Increasingly, the implications of this fact are being recognized in schools. Colleges and educational institutions are more and more developing services aimed at helping students to improve their physical, social, and emotional as well as their intellectual performance.

The Veterans' Administration assumed responsibility for providing guidance and personnel services in 1943. Although the guidance services of the colleges are available to veterans in training, the veteran students with few exceptions rely upon the guidance services provided by the Veterans' Administration. At present many colleges along with the Veterans' Administration

---

[1] Gilbert C. Wrenn and Reginald Bell, Student Personnel Problems, Farrar and Rinehart, Inc.; New York, 1942, p.3.

which are more or less common to all men and women discharged from the service. It is equally true that each veteran has particular needs, aspirations, needs, and problems which may be peculiarly his own. He is an individual man, in spite of the homogeneity of many of his problems, may require a specific type of guidance service that is geared to his own individual needs. This is particularly true in his educational rehabilitation.

A study of student personnel problems made in 1955 by Gilbert G. Brown, and Reginald Hall along with other psychological studies made about the same time showed that "the student does not learn with his mind alone but as a personality unit." Interestingly, the implications of this fact are being recognized in schools. Colleges and educational institutions are more and more developing services aimed at helping students to improve their physical, social, and emotional as well as their intellectual performance.

The Veterans' Administration assumed responsibility for providing guidance and personnel services in 1945. Although the guidance services of the colleges are available to veterans in training, the veteran students with few exceptions rely upon the guidance services provided by the Veterans' Administration. At present many colleges along with the Veterans' Administration

---

[1] Gilbert G. Brown and Reginald Hall. Student Personnel Problems. Farrar and Rinehart, Inc.; New York, 1955. p.5.

have established guidance and personnel programs designed to serve the guidance needs of all students. Nevertheless, the high mortality rate of students in training continues and further improvements in personnel programs are needed. This study, concerned with an analysis of one aspect of veterans' vocational problems, provides information intended to be helpful in the improvement of veterans' guidance services.

Extent of veteran education.-- Because so many veterans have taken advantage of the training program sponsored by the Veterans' Administration the need for guidance services has been imperative. Though the training program was carefully planned many guidance problems not foreseen by the Veterans' Administration were experienced by the veteran who was continuing his training or beginning anew. Some of these problems will be brought out in this study.

It should be borne in mind that such an extended program incurs a tremendous public debt. It also brings hardship to the trainee whose time has not been profitably spent. Therefore, it is necessary that measures should be taken to see that the trainee uses his training to the best advantage.

The measure proposed in this study is to determine the effect of certain vocational factors on the veteran's academic achievement. Some factors influencing academic success are motives, choice of school, law of supply and demand, wages, and vocational adjustment. These factors will be elaborated upon in the succeed-

have established guidance and personnel programs designed to serve the guidance needs of all students. Nevertheless, the high mortality rate of students in training centers and further improvements in personnel programs are needed. This study, concerned with an analysis of one aspect of veterans' vocational problem, provides information intended to be helpful in the improvement of veterans' guidance services.

Extent of veteran admission.-- Because so many veterans have taken advantage of the training program sponsored by the Veterans' Administration the need for guidance services has been impressive. Though the training program was carefully planned many guidance problems not foreseen by the Veterans' Administration were encountered by the veteran who was combining his training or beginning work. Some of these problems will be brought out in this study.

It should be borne in mind that such an extended program issues a tremendous public debt. It also belongs heavily to the business world time has not been profitably spent. Therefore, it is necessary that measures should be taken to see that the training pays big training to the best advantage.

The purpose proposed in this study is to determine the effect of certain vocational factors on the veteran's academic achievement. Some factors influencing academic success are motives, choice of school, law of supply and demand, wages, and vocational adjustment. These factors will be elaborated upon in the succeed-

ing chapters.

CHAPTER II

VOCATIONAL MOTIVATION AND OCCUPATIONAL ADJUSTMENT

CHAPTER II

VOCATIONAL MOTIVATION AND OCCUPATIONAL ADJUSTMENT

I. Nature of Motivation

Nature and importance of motivation.-- Motivation has been defined as the complexity of factors which affect the motives of an individual. His activity in a given external situation is determined in part by the pattern of motivating conditions present at the time. Although the educational literature is replete with achievement of all kinds, much remains to be learned about the conditions by which motivation may be made most effective. Prescott, in discussing the nature of motivation says:

> A person is motivated to learn when he has the active attitude of desiring to learn. Everyone knows from common experience that the active desire to develop a given motor skill, to establish the easy recall of certain data, or to understand a given functional relationship, plays an important part in the determining the speed and efficiency of the learning. Motivation influences directly the intensity of effort that a child will put forth to learn. It determines the single-mindedness, the unity of attention that he is able to give the task. It mediates the amount of fatigue or discomfort that he is willing to undergo in the process of learning. Motivation has an important relationship to the satisfaction felt upon successful learning, and to the disappointment experienced upon failure.
>
> It becomes important to know from what motivation arises. Apparently, it is from the utility to the individual of the anticipated learning - at least, it is from the individual's concept of the utility of the learning in terms of one or another of his personality needs.
>
> The question of experimental verification of these

CHAPTER II

VOCATIONAL MOTIVATION AND OCCUPATIONAL ADJUSTMENT

I. Nature of Motivation

Nature and importance of motivation.-- Motivation has been defined as the complexity of factors which affect the motives of an individual. His activity in a given external situation is determined in part by the pattern of motivating conditions present at the time. Although the educational literature is replete with conjectures of all kinds, much remains to be learned about the conditions by which motivation may be made most effective.

Prescott, in discussing the nature of motivation says:

> A person is motivated to learn when he has the active attitude of desiring to learn. Everyone knows from common experience that the active desire to develop a given power or skill, to establish the easy recall of certain data, or to understand a given functional relationship, plays an important part in stimulating the speed and efficiency of the learning. Motivation influences directly the intensity of effort that a child will put forth to learn. It determines the single-mindedness, the unity of attention that he is able to give the task. It modifies the amount of fatigue or discomfort that he is willing to undergo in the process of learning. Motivation has an important relationship to the satisfaction felt upon successful learning, and to the disappointment experienced upon failure.
>
> It becomes important to know from what motivation arises. Ultimately, it is from the utility to the individual of the anticipated learning - its fruits. It is from the individual's concept of the utility of the learning in terms of one or another of his personality needs.

The question of experimental verification of these

> concepts about motivation must be raised at once. Unfortunately, we have to depend largely for animal experiments for our data. This is because experimenters are unable to control the conditions in which human beings satisfy their basic needs. This necessity for depending upon animal experiments for data about motivation has an extremely serious defect. It means that the role of the higher mental processes, especially of attitudes and value concepts, have remained relatively unexplored, misunderstood or neglected in the psychological formulations presented to explain human behavior. Knowledge of the role of these factors must be sought by the analysis of the causation of human behavior in other than strictly controlled experimental situations.[1]

The above findings from Prescott's research in the field of motivation point out the scarcity of material of research showing the significance of motivation to learning among human beings. For a considerable time efforts have been made to appraise that specific aspect of motivation to which President Eliot of Harvard University gave the term, "the life-career motive" in education. A few additions have been contributed to the fragmentary data now available. These findings tend to support the interpretation which Prescott makes of the results of experiments with animals in the field of motivation, namely:

> It is safe to conclude that both the speed and efficiency of learning are related directly to the genuineness and the strength of the motivation to learn. In the light of the fact, it is amazing that school people so seldom ask themselves the question: Have children any real reason for learning this material which we are offering them? Is there any real reason which we can demonstrate to them for learning this material? If any genuine reasons exist, how can they be demonstrated to children? One would expect that the estab-

---

[1] Daniel A. Prescott, Emotion and the Education Process, American Council on Education; Washington, D. C., 1938, p. 162-163.

concepts about motivation ought be relaxed at once. Unfortunately, we have to depend largely for animal experiments for our data. This is because experimenters are unable to control the conditions in which human beings actively their basic needs. This necessity for depending upon animal experiments for data about motivation has an extremely serious defect. It means that the role of the higher mental processes, especially of attitudes and value concepts, have remained relatively unexplored, stimulated or neglected in the psychological formulations presented to explain human behavior. Theoretics of the role of these factors must be sought by the analysis of the conduct of human beings in other than strictly controlled experimental situations.[1]

The above findings from Prescott's research in the field of motivation point out the scarcity of material of research showing the significance of motivation to learning among human beings. For a considerable time efforts have been made to separate that specific aspect of motivation to which President Hill of Western University gave the term, "the life-career motive" in education. A few conditions have been contributed to the frequently data now available. These findings tend to support the interpretation which Prescott gives of the results of experiments with animals in the field of motivation, namely:

It is safe to conclude that both the speed and efficiency of learning are related directly to the sensitiveness and the strength of the motivation to learn. In the light of the fact, it is meaning that school people do make use of these relative and essential have children any real reason for learning this material which is are effective tools. In those by real reason which is non detectable to them for learning this material. If any genuine reason exists, how can they be demonstrated to children? One would expect that the advan-

---

[1] Daniel A. Prescott, Emotion and the Education Process, (Washington Council on Education: Washington, D. C., 1938), p. 149-150.

lishment of motivation would be a significant part of the planned program of all schools; instead, elaborate studies are made of different "methods" of presenting material in the actual learning situation with little or no attention to the preliminary motivation.[1]

II. RELATED RESEARCH

The most helpful research on the subject of vocational motivation is the contribution by Heaton and Weedon in their study of failing college students. In discussing factors of possible importance to scholastic success, the authors point out that the following factors related to vocational motivation should not be considered conclusive.[2] But because these factors are noteworthy and have been included in the present study, they are being considered.

Definite vocational plans.-- The question was asked whether or not students had made a vocational choice. The results of the survey showed that there was little difference between failing and successful freshmen who had not made a vocational choice. Among the upper classmen, however, there was a marked difference.

Another group which only had tentative choices was considered. From the analysis of the data on this group, the following facts were shown: among the 10.6 per cent of the successful freshmen all had made a tentative vocational choice in line with their

---

[1] op. cit. P. 165

[2] Heaton and Weedon, The Failing Student, University of Chicago Press, 1939, p. 130.

Elements of motivation would be a significant part of the planned program of all schools; however, elaborate studies are made of different "methods" of presenting material in the actual learning situation with little or no attention to the preliminary motivation.[1]

II. RELATED RESEARCH

The most helpful research on the subject of vocational motivation is the contribution by Benton and Weedon in their study of failing college students. In discussing factors of possible importance to predictable success, the authors point out that the following factors related to vocational motivation should not be considered exclusive.[2] But because these factors are noteworthy and have been included in the present study, they are being considered.

Definite vocational plans.-- The question was asked whether or not students had made a vocational choice. The results of the survey showed that there was little difference between failing and successful freshmen who had not made a vocational choice. Among the upper classmen, however, there was a marked difference. Another group which only had tentative choices was considered. From the analysis of the data on this group, the following facts were shown: among the 10.6 per cent of the successful freshmen all had made a tentative vocational choice in line with their

---

[1] Op. cit. p. 168

[2] Benton and Weedon, The Failing Student. University of Chicago Press, 1936, p. 130.

vocational preferences. Among the 10.8 per cent of the failing freshmen who made a tentative choice, 75 per cent had tentatively chosen one of the three preferred vocations if: questions of money supply or return, ability to do the work, and factors other than the interest and worthwhileness of the work were not considered. Nearly 11 per cent (10.9) of the successful upper-classmen had made a tentative choice in line with the preferred vocation. Eight and three tenths per cent of the failing upper-classmen had made a choice in line with their stated preference.

Permanence of vocational plans.-- Another question was asked which had to do with the change which had been made in students' vocational plans over the past five years. Nearly 55 per cent of the successful freshmen had not changed their choice in the last five years, whereas about 36 per cent of the failing students had kept the same vocational ambition for five years or more. This would intimate that those who had a vocational choice which had not been changed recently may have felt more assured as to the permanence and importance of their choice than those who had changed more frequently. They may, for that occasion, have been more effectively motivated by the vocational choice.

Relatively slight difference was found between successful and failing upper-classmen.

Importance of college education to students.-- The question: "How important do you consider college to your life plans?" was asked. The question could be answered as follows: "Very important",

vocational preferences. Among the 10.8 per cent of the failing freshmen who made a tentative choice, 75 per cent had tentatively chosen one of the three preferred vocations if: questions of money supply or return, ability to do the work, and factors other than the interest and worthwhileness of the work were not considered. Nearly 11 per cent (10.8) of the successful upper-classmen had made a tentative choice in line with the preferred vocation. Eight and three tenths per cent of the failing upper-classmen had made a choice in line with their stated preference.

Permanence of vocational plans.-- Another question was asked which had to do with the change which had been made in students' vocational plans over the past five years. Nearly 65 per cent of the successful freshmen had not changed their choice in the last five years, whereas about 35 per cent of the failing students had kept the same vocational ambition for five years or more. This would intimate that those who had a vocational choice which had not been changed recently may have felt more assured as to the permanence and importance of their choice than those who had changed more frequently. They may, for that occasion, have been more effectively motivated by the vocational choice.

Relatively slight difference was found between successful and failing upper-classmen.

Importance of college education to students.-- The question: "How important do you consider college to your life plans?" was asked. The question could be answered as follows: "Very important",

"Important", and "Unimportant". The required answers were given only in a few cases (pre-med and pre-legal). Eighty-seven and two-tenths per cent of the successful and 73.5 per cent of the unsuccessful freshmen replied: "Very important". Six and three-tenths per cent of the "failing" upper-classmen, but none of the "successful" upper-classmen, rated their college education as "Unimportant".

College attendance as a time filler.-- During recent years, a large number of students who ordinarily would have gone into business have entered college in the hope that they might gainfully occupy their time until economic conditions would permit them to be profitably employed. Is it likely that such students would need suitable objectives in attending college and the need of adequate motivation might be reflected in their scholastic work? The question, "Would you be in school now if you could secure employment?" was asked with rather startling results. More than five times as many failing as successful upper-classmen said that they would not be in college if they could find gainful employment. The figures for freshmen also showed that more failing than successful students would not be in school if they could get jobs, but the difference was marked, 13.5 per cent for "failing", 8.7 per cent for "successful".

Combination of five factors indicating vocational motivation. -- As it was noted in the discussions above that certain wideness of vocational motivation might possibly be associated with

"Important", and "Unimportant". The required answers were given only in a few cases (pre-med and pre-legal). Eighty-seven and two-tenths per cent of the successful and 72.5 per cent of the unsuccessful freshmen replied: "Very important". Six and three-tenths per cent of the "failing" upper-classmen, but none of the "successful" upper-classmen, rated their college education as "unimportant".

College attendance as a time filler.-- During recent years, a large number of students who ordinarily would have gone into business have entered college in the hope that they might gainfully occupy their time until economic conditions would permit them to be profitably employed. Is it likely that such students would need suitable objectives in attending college and the need of adequate motivation might be reflected in their scholastic work? The question, "Would you be in school now if you could secure employment?" was asked with rather startling results. More than five times as many failing as successful upper-classmen said that they would not be in college if they could find gainful employment. The figures for freshmen also showed that more failing than successful students would not be in school if they could get jobs, but the difference was masked, 16.5 per cent for "failing", 5.7 per cent for "successful".

Combination of five factors indicating vocational motivation.-- As it was noted in the discussions above that certain evidences of vocational motivation might possibly be associated with

scholastic success, it was decided to study these factors in combination. If a student showed lack of vocational motivation in several items, it was assumed that his lacking in motivation might be of a higher degree than if he indicated it in only one item. Fifty seven of the 94 "successful" students showed the lack of vocational motivation in one or more of the four items: agreement of choice and desire, changed mind in last five years, opinion of importance of college, and in school if job could be secured. Sixty-eight of the 97 "failing" students were included. The variation in percentage appears to be worthy of consideration.

The greatest lack of vocational motivation was prevalent on the side of the "failing" students. On the side of the students who showed lack of motivation in at least three items there were five and three tenths per cent "successful" and eight and eight-tenths per cent "failing" in at least two items, 29.8 per cent "successful" and 41.2 per cent "failing".

The student's opinion of the vocational value of courses offered.-- In relation to the student's appraisal of his college experience, he was asked to catalogue all his courses under certain classifications, including two which were of importance in relation to the study of vocational motivation. Classification "A" was to be utilized for those courses which, in the student's opinion, would be most beneficial in his chosen vocation. Classification "B" was to be utilized for those courses which would have limited or no value after leaving college. Average honor

scholastic success, it was decided to study these factors in association. If a student showed lack of vocational motivation in several items, it was assumed that his lacking in motivation might be of a higher degree than if he indicated it in only one item. Fifty seven of the 94 "successful" students showed the lack of vocational motivation in one or more of the four items: agreement of choice and desire, changed mind in last five years, opinion of importance of college, and in school if job could be secured. Sixty-eight of the 97 "failing" students were included. The variation in percentage appears to be worthy of consideration.

The greatest lack of vocational motivation was prevalent on the side of the "failing" students. On the side of the students who showed lack of motivation in at least three items there were five and three tenths per cent "successful" and eight and eight-tenths per cent "failing" in at least two items, 29.3 per cent "successful" and 41.2 per cent "failing".

The student's opinion of the vocational value of courses offered.-- In relation to the student's appraisal of his college experience, he was asked to catalogue all his courses under certain classifications, including two which were of importance in relation to the study of vocational motivation. Classification "A" was to be utilized for those courses which, in the student's opinion, would be most beneficial in his chosen vocation. Classification "E" was to be utilized for those courses which would have limited or no value after leaving college. Average honor

points for each classification were computed by consideration of the grades the students had received in the courses listed under each classification.

The information was handled as follows: the variances between the average honor points made in classification "A" and "B" were computed. That is, if the average honor points of one student were 1.50 in the courses listed under classification "A" and were 1.00 in the courses listed under classification "B", the variance between these two scores would be 0.50. This variance of 0.50 represented a possible relationship of motivation to success. Of the 39 students where data were available, 25 made a higher point average in those courses they put in Category "A" than they did in those they put in Category "B". In two cases the honor-point-averages were the same.

It was recognized that a student's opinion of a course may have been changed by the satisfactory or unsatisfactory experiences with the course. For this reason, it is logical to assume that a positive relation may exist between a student's academic grades and his opinion of the course. This shows that vocational motivation alone is not the determining factor in the attainment of high grades. Nevertheless, it is reasonably unsafe to assume that it had no effect in view of the fact that students do attempt to evaluate their courses rather than to judge them according to the rank they had attained. Students' ratings of courses may have been influenced by vagueness of vocational requirements and lack of

points for each classification were computed by consideration of the grades the students had received in the courses listed under each classification.

The information was handled as follows: the variances between the average honor points made in classification "A" and "B" were computed. That is, if the average honor points of one students were 1.50 in the courses listed under classification "A" and were 1.00 in the courses listed under classification "B", the variance between these two scores would be 0.50. This variance of 0.50 represented a possible relationship of motivation to success. Of the 30 students where data were available, 20 made a higher point average in those courses they put in Category "A" than they did in those they put in category "B". In two cases the honor-point-averages were the same.

It was recognized that a student's opinion of a course may have been changed by the satisfactory or unsatisfactory experiences with the course. For this reason, it is logical to assume that a positive relation may exist between a student's academic grade and his opinion of the course. This shows that vocational motivation alone is not the determining factor in the attainment of high grades. Nevertheless, it is reasonably unsafe to assume that it had no effect in view of the fact that students do attempt to evaluate their courses rather than to judge them according to the rank they had obtained. Students' ratings of courses may have been influenced by variances of vocational requirements and lack of

knowledge of essential objectives of learning, thus giving invalid responses of ratings. The above possible sources of error focuses our attention upon the need for more direct measures of motivation factors.

Summarizing this study, Heaton and Weedon state:

> "The few clues which have been uncovered in the field of motivation are sufficient to suggest the need for better understanding of objective elements in the life of a student who is not succeeding academically. In this, as in many other aspects of the problem, there is a need for a verification and extension of the research.[1]

III. VOCATIONAL CHOICE AND ITS PREPARATION

The plan by which one earns a livelihood is an important factor of such other views of life as social rank, economic condition, use of leisure, place of residence, and the welfare of one's offspring. For this reason one would assume that a society as old as ours would have developed and ordinarily adopted scientific methods of vocational choice. Many of the vocational choices of the youth of to-day, however, are not practical. The fact that the outcome of present-day methods of vocational choice is so often unsatisfactory intimates that the methods themselves are faulty.

Reasons for vocational choices.-- What are these methods now so commonly used with such poor results? High school and college students when questioned by adults regarding their vocational

---

[1] op. cit. p. 138

knowledge of essential objectives of learning, thus giving invalid responses of replies. The above possible sources of error focuses our attention upon the need for more direct measures of motivation factors.

Summarizing this study, Heston and Weston state:

> "The few clues which have been uncovered in the field of motivation are sufficient to suggest the need for better understanding of objective elements in the life of a student who is not succeeding academically. In this, as in many other aspects of the problem, there is a need for a verification and extension of the research."[1]

III. VOCATIONAL CHOICE AND ITS PREPARATION

The plan by which one earns a livelihood is an important factor of such other views of life as social rank, economic condition, use of leisure, place of residence, and the welfare of one's offspring. For this reason one would assume that a society as old as ours would have developed and ordinarily supported scientific methods of vocational choice. Many of the vocational choices of the youth of to-day, however, are not practical. The fact that the outcome of present-day methods of vocational choice is so often unsatisfactory indicates that the methods themselves are faulty.

Reasons for vocational choices.-- What are these methods now so commonly used with such poor results? High school and college students when questioned by adults regarding their vocational

---

[1] op. cit. p. 185

objectives responded in such a manner as to cause great concern as to how the students arrived at these vocational choices. Most students received little vocational guidance and made decisions haphazardly on their own. A survey seeking information as to how high school students chose their occupational goals was conducted by Super who showed that in many instances the students were unable to give any reasons for their choices.

The most common responses given by the students in the above survey was, "it interests me."[1] It is evident that genuine interest in a subject or activity attributes to the selection of an occupation; however, in many cases the choice has been attributed to interest for the lack of better reasons.

Socio-economic elements are nearly as significant as interest in determining the vocational choices of young people and even more in the case of adults. Many responses were given by youth favoring certain occupations as to their acceptance by society, the permanence of the occupation and benefits derived from the occupation aside from salaries. Many adults who responded to the questionnaire pertaining to vocational histories repeatedly gave reasons such as the following: "It's a job", "Pays well", "Family Business", "No choice", and "Depression". Inasmuch as the mentioned choices were the result of the economic conditions of the times, they are not often depicted as choices, in the true sense of the word, by

---

[1] Donald E. Super, "The Dynamics of Vocational Adjustment", Harper and Brothers, New York, 1942, p. 82-90

objectives responded in such a manner as to cause great concern as to how the students arrived at these vocational choices. Most students received little vocational guidance and made decisions haphazardly on their own. A survey seeking information as to how high school students chose their occupational goals was conducted by Super who showed that in many instances the students were unable to give any reasons for their choices.

The most common responses given by the students in the above survey was, "It interests me."[1] It is evident that genuine interest in a subject or activity attributes to the selection of an occupation; however, in many cases the choice has been attributed to interest for the lack of better reasons.

Socio-economic elements are nearly as significant as interest in determining the vocational choices of young people and even more in the case of adults. Many responses were given by youth favoring certain occupations as to their acceptance by society, the permanency of the occupation and benefits derived from the occupation aside from salaries. Many adults who responded to the questionnaire pertaining to vocational interests repeatedly gave reasons such as the following: "It's a job", "Pays well", "Family Business", "No choice", and "Depression". Inasmuch as the mentioned choices were the results of the economic conditions of the times, they are not often depicted as choices. In the true sense of the word, by

---

[1] Donald E. Super, "The Dynamics of Vocational Adjustment", Harper and Brothers, New York, 1942, p. 89-90

students. Adults are sometimes more realistic and embittered by their experiences. Mention should also be made of the desire for prestige; often demonstrating itself as a desire for economic gain, the foremost method of winning prestige in our competitive society, this is in fact the outcome of social and not of exacting economic pressure.

Another consideration in choosing an occupation is that of ability and training. Many incidents were cited as a result of this survey to show that in nearly all cases the individual had previous training in the occupation of his choice, either as part time work or on-the-job training.

The above-cited reasons for choosing occupations operate with varying force at different times as shown by the large enrollment in the social studies during the existing economic and social disturbances and in the sciences and literary field in more prosperous times. People vary in their reactions, depending on their other psychological traits. In one study[1] an effort was made to ascertain the significance of these varied reasons for the occupational choice made at various levels of maturity and intelligence. It pointed out that as youngsters mature their choice becomes more realistic, interest has a more solid basis in experience, economic aspects are more realistically viewed

---

[1] K. E. Curtis, "The Role of Environmental Motivation and Background", unpublished Master's Thesis, Clark University, Worcester, Mass., 1941.

students. Adults are sometimes more realistic and embittered by their experiences. Mention should also be made of the desire for prestige; often misunderstanding itself as a desire for economic gain, the foremost method of winning prestige in our competitive society, this is in fact the outcome of social and not of economic pressure.

Another consideration in choosing an occupation is that of ability and training. Many instances were cited as a result of this survey to show that in nearly all cases the individual had previous training in the occupation of his choice, either as part time work or on-the-job training.

The above-cited reasons for choosing occupations operate with varying force at different times as shown by the large conformment in the social studies during the existing economic and social disturbances and in the sciences and literary field in more prosperous times. People vary in their reactions, depending on their other psychological traits. In one study[1] an effort was made to ascertain the significance of these varied reasons for the occupational choice made at various levels of maturity and intelligence. It pointed out that as youngsters mature their choice becomes more realistic. Interest has a more solid basis in experience, economic aspects are more realistically viewed

---

[1] K. E. Durkie, "The Role of Environmental Motivation and Background", unpublished Master's Thesis, Iowa University, Iowa City, Iowa., 1941.

and appraised, and ability and training are more competently confirmed. The role of social and economic factors is stressed more in adulthood than in youth. The more intelligent young people, tend, on the whole, to base their choices on more realistic reasons and to be influenced by more socially desirable considerations than their less capable brethren.

Those who investigate the vocational choices of youngsters are generally impressed by the opinions and superficiality of many of their preferences. Many individuals working with adults observe that many of them are the victims of inadequate information, poor understanding, outside influences such as family ambitions, and urge for prestige. Sociologists tend to stress the role of socio-economic pressures; psychologists, the part played by relatives and friends; vocational counselors; the lack of informative insight.

Self-appraisal.-- We may well ask what is the outcome of choosing vocations on the reasons given above? These have been treated from the social point of view. We will now consider the results as they concern the individual.

Super[1] reports the following the relationship between reasons for the choice of a job and satisfaction in the job; of 274 adult men, all employed above the unskilled level during 1938, some two-thirds were satisfied with their jobs, about one-third

---

[1] Donald E. Super, "Avocations and Vocational Adjustment", Character and Personality X, Harper and Brothers, 1941, p. 51-61.

and specialized, and ability and training are more competently compared. The role of social and economic factors is stressed more in adulthood than in youth. The more intelligent young people, tend, on the whole, to base their choices on more realistic reasons and to be influenced by more socially desirable considerations than their less capable brethren.

Those who investigate the vocational choices of youngsters are generally impressed by the opinions and superficiality of many of their preferences. Many individuals working with adults observe that many of them are the victims of inadequate information, poor understanding, outside influences such as family ambitions, and dogs for prestige. Sociologists tend to stress the role of socio-economic pressures; psychologists, the part played by relatives and friends; vocational counselors, the lack of informative insight.

Self-assessment.-- We may well ask what is the outcome of choosing vocations on the reasons given above? These have been treated from the social point of view. We will now consider the results as they concern the individual.

Super[1] reports the following the relationship between reasons for the choice of a job and satisfaction in the job; of 374 adult men, all employed above the unskilled level during 1933, none two-thirds were satisfied with their jobs, about one-third

[1] Donald E. Super, "Avocations and Vocational Adjustment", Occupation and Personality, Harper and Brothers, 1941, p. 81-82.

dissatisfied, over one-third had chosen their present job (in many cases this meant their occupation) for economic reasons; of this group nearly two-thirds were dissatisfied with their work. Less than one-tenth made their choice because they happened to have the necessary training and experience; these were evenly divided between the satisfied and the dissatisfied. Another third had made their choice because of interest in their work and more than three-fourths of them were satisfied. One-fifth gave no reason for their choice, three-fourths of these were satisfied. Some who thought they had chosen because of interest and were disillusioned may have attributed this choice to other factors. Others who became satisfied may have attributed this choice to their natural interest. But in general it would seem that choosing a job because of interest in the work is more likely to lead to satisfaction.

Accounts of self-guidance, so far, intimate that it does not give satisfactory results.

Hoppock's studies[1] show that a little less than two-thirds of the working population is satisfied with its work. Scientific guidance in the hands of qualified practitioners can achieve much in helping people wisely to choose and prepare for vocations.

Much can be said in behalf of self guidance. Growing up involved developing the ability to find facts and make decisions

---

[1] R. Hoppock, "Job Satisfaction" Harper and Brothers, New York, 1935.

dissatisfied. Over one-third had chosen their present job (in many cases this meant their occupation) for economic reasons; of this group nearly two-thirds were dissatisfied with their work. Less than one-tenth made their choice because they happened to have the necessary training and experience; these were evenly divided between the satisfied and the dissatisfied. Another third had made their choice because of interest in their work and more than three-fourths of them were satisfied. One-fifth gave no reason for their choice. Three-fourths of these were satisfied. Some who thought they had chosen because of interest and were dissatisfied may have attributed this choice to other reasons. Others who became satisfied may have attributed this choice to their natural interest. But in general it would seem that choosing a job because of interest in the work is more likely to lead to satisfaction.

Accounts of self-guidance, so far, indicate that it does not give satisfactory results.

Hoppock's studies[1] show that a little less than two-thirds of the working population is satisfied with its work. Intelligent guidance in the hands of qualified practitioners can achieve much in helping people wisely to choose and prepare for vocations.

Much can be said in behalf of self guidance. Growing up involved developing the ability to find facts and make decisions

---

[1] R. Hoppock, "Job Satisfaction" Harper and Brothers, New York, 1935.

for one's self, to mature into a reasonably self sufficient individual. Independence is developed by becoming independent and guidance which keeps the individual dependent, is harmful to him and to society.

Independence develops slowly and at different rates and in different experiences in life. A skilled counselor helps the client find and understand personal and social facts and to make appropriate decisions. He does not do the thinking for him.

Occupational Information.--This type of analysis deals primarily with the law of supply and demand. Industries and occupations which absorb increasing numbers of workers are generally assumed to be those in which there is a great demand, while those which absorb decreasing numbers of workers are generally assumed to be those in which there is little demand. The able counselor will take under consideration the stipulations just presented, thus enabling one to get into the field where the demand for workers exceeds the supply and advancement is rapid. Caution must be used, however, in making such judgement, less rare talent may be loss in a technical field; for example, where there are few openings.

Information concerning most occupational trends may be secured from the U. S. Census "Occupational Trends in the U.S."[1]

---

[1] P. E. Anderson and H. D. Davidson, "Occupational Trends in the U. S. ", Stanford Univ. Press, Palo Alto, Calif., 1940.

for one's self, to mature into a reasonably self sufficient individual. Independence is developed by developing independent and guidance which keeps the individual dependent, is harmful to him and to society.

Independence develops slowly and at different rates and in different experiences in life. A skilled counselor helps the client find and understand personal and social traits and to make appropriate decisions. He does not do the thinking for him.

Occupational Information.--This type of analysis deals primarily with the law of supply and demand. Industries and occupations which absorb increasing numbers of workers are generally assumed to be those in which there is a great demand, while those which absorb decreasing numbers of workers are generally assumed to be those in which there is little demand. The able counselor will take under consideration the stipulations just presented. Thus enabling one to get into the field where the demand for workers exceeds the supply and advancement is rapid. Caution must be used, however, in making such judgment. Jobs here talent may be lost in a technical field; for example, where there are few openings.

Information concerning most occupational trends may be secured from the U. S. Census "Occupational Trends in the U.S."[1]

---

[1] H. Anderson and H. C. Davidson, "Occupational Trends in the U. S.", Stanford Univ. Press, Palo Alto, Calif., 1940.

It is a good source of information concerning occupations for guidance purposes. This type of analysis is criticized for its classification of occupations, for it is neither an occupational nor an industrial classification.

The most preferable classification, from the point of view of vocational guidance, would be one containing a listing of the number in specific occupations, classified according to socio-economic conditions and according to the type of business. To this should be added a similar list of persons who are regularly employed in the same categories, even though not thus engaged at the moment. A compilation of such a list may some day be published by the Occupational Outlook Service of the U. S. Department of Labor.

Counseling.-- From the very beginning of the guidance movement opposition has been strong against the idea of prescription. Three outstanding reasons for this are: the desire of many disturbed individuals to have someone solve their problems for them; the weakness of some counselors who tend to enhance their own importance; and the quack who promises so much more than can be realized.

There is menace in the books, unaccredited psychologists, and institutions which promise to do the impossible for the mal-adjusted individual. He expects from scientific vocational guidance what the quacks promise to do by false methods. This cannot be done.

It is a good source of information concerning occupations for guidance purposes. This type of analysis is outlined for its classification of occupations, for it is neither an occupational nor an industrial classification.

The most preferable classification, from the point of view of vocational guidance, would be one containing a listing of the number in specific occupations, classified according to socio-economic conditions and according to the type of business. To this should be added a similar list of persons who are regularly employed in the same categories, even though not thus engaged at the moment. A compilation of such a list may some day be published by the Occupational Outlook Service of the U. S. Department of Labor.

Conclusion.-- From the very beginning of the guidance movement opposition has been strong against the idea of prescription. Three outstanding reasons for this are: the desire of many educated individuals to have someone solve their problems for them; the weakness of some counselors who tend to enhance their own importance; and the quack who promises so much more than can be realized.

There is nothing in the books, unscrupulous psychologists, and institutions which promise to do the impossible for the self-satisfied individual. He expects from scientific vocational guidance what the quacks promise to do by false methods. This cannot be done.

Unethical guidance practitioners often give clear-cut prescriptions many times after a very brief study of the client. The lack of licensing legislation makes these practices possible in spite of the activities of Better Business Bureaus, and similar ethical associations.

One should be suspicious of any guidance by mail, as it is usually unscientific and handled solely on a monetary basis. No ethical counselor will consider working without being able to interview his clients. At the present time the majority of vocational counselors and consulting psychologists are working with institutions, whether schools, colleges, or social agencies, and today there are very few persons who can legitimately make a living in private practice. Another symbol of the quack, then, is the fact that he is not connected with an institution, or associated on the other hand, with some questionable "institution" or "bureau".

It does not follow that some who are not connected with institutions are not competent counselors. But it should be ascertained that they have had adequate training, preferably holding a doctorate degree in psychology and affiliated with one of the recognized national organizations. Some of these are the American Association for Applied Psychology, and the National Vocational Guidance Association.

Characteristics of the qualified counselor, in contrast to

Medical guidance prescriptions often give clear-cut prescriptions only times after a very brief study of the client. The lack of licensing legislation makes these practices possible in spite of the activities of better business bureaus, and similar ethical associations.

One should be suspicious of any guidance by mail, as it is usually unscientific and biased solely on a monetary basis. No ethical counselor will consider working without being able to interview his clients. In the present time the majority of vocational counselors and counseling psychologists are working with institutions, whether schools, colleges, or social agencies, and today there are very few persons who can legitimately make a living in private practice. Another symbol of the quack, then, is the fact that he is not connected with an institution, or associated on the other hand, with some questionable "institution" or "bureau".

It does not follow that those who are not connected with institutions are not competent counselors. But it should be ascertained that they have had adequate training, preferably holding a doctorate degree in psychology and affiliated with one of the recognized national organizations. Some of these are the American Association for Applied Psychology, and the National Vocational Guidance Association.

Characteristics of the qualified counselor. In contrast to

the characteristics of the quack, are good academic background, membership in recognized professional organizations where the requirements are high, and graduation from an institution in which he has trained in guidance. The qualified counselor is cautious in promising results and avoids the use of "come hither" publicity. The procedures he uses are distinctive, though often they are used by the quack as well; the assembling of all available case history data, the use of recognized standardized tests, and in addition to this, adequately long and frequent interviews; the discussion of facts and their meaning rather than pronouncement and prescription, and giving aid for obtaining appropriate tryout and exploratory experiences.

Factors to be considered in vocational choice - analysis of the individual.-- So far we have viewed the factors which are apt to influence one in the choice of a vocation, the results of these choices, the possibilities and limitations of self guidance, and methods used by counselors - both ethical and unethical. We must now use the results obtained in the previous sections in a further discussion of the factors which a well informed individual choosing an occupation and a well trained counselor assisting him would consider.

Personal data.-- Personal data is the first of many factors which serve to give a picture of one's general culture and social background. Age is not only an earmark of maturity but indirectly

the characteristics of the quack, are good academic background, membership in recognized professional organizations where the requirements are high, and graduation from an institution in which he has trained in guidance. The qualified counselor is cautious in promising results and avoids the use of "cons higher" publicity. The procedures he uses are distinctive, though often they are used by the quack as well: the assembling of all available case history data, the use of recognized standardized tests, and in addition to this, adequately long and frequent interviews; the discussion of facts and their meaning rather than pronouncement and prescription, and giving aid for obtaining appropriate tryout and exploratory experiences.

Factors to be considered in vocational choice - analysis of the individual.-- So far we have viewed the factors which are apt to influence one in the choice of a vocation, the results of these choices, the possibilities and limitations of self guidance, and methods used by counselors - both ethical and unethical. We must now use the results obtained in the previous sections in a further discussion of the factors which a well informed individual choosing an occupation and a well trained counselor associating him would consider.

Personal data.-- Personal data is the first of many factors which serve to give a picture of one's general culture and social background. Age is not only an element of maturity but indirectly

of the vitality, the amount of experience, and cultural forces which have been at work. High school students graduating in the 1920's had different experiences from those graduating in the 1930's. Birthplace and environmental factors are also indicative of the cultural forces to which one has been subjected, youngsters brought up in one section of a country differ greatly from those of other sections of the country. Many other factors play an important part in the pattern of one's life; namely, religious background, parental place of birth, education, national stock, parental education, education and occupations of brothers and sisters, and length of time in the United States.

Experience.-- The experiences of the individual also play an important part which is worthy of attention. The amount, quality and type of education are rough indications not only of ability but of the value of the experiences. Marks of various courses in various years show possible special abilities, interests and industry. The number graduating and their position in the class show something of the competition met with and ability to meet it. Preferences of students may reveal abilities and interests of the students. Many outside factors may contribute to one's abilities and interests; namely, extra-curricular hobbies and outside interests.

Plans.-- A clear understanding of future plans is essential. One's likes and dislikes as a youngster might well be carried over to later life. Ambitions, interests and expectations differ

of one's ability, the amount of experience, and cultural forces which have been at work. High school students graduating in the lower 1/4 differ from those graduating in the upper 1/4. Girlhood and environmental factors are also indicative of the cultural forces to which one has been subjected. Young people brought up in one section of a country differ greatly from those of other sections of the country. Many other factors play an important part in the pattern of one's life; mental, religious development, personal place of birth, education, cultural stock, parental occupation, education and occupations of brothers and sisters, and length of time in the United States.

Experience.-- The experiences of the individual also play an important part which is worthy of attention. The amount, quality and type of education are rough indications not only of ability but of the value of the experience. Marks or various courses in various areas show possible special aptitude, interests and industry. The number grades and their position in the class show something of the competition met with and ability to meet it. Preferences of students may reveal aptitude and interests of the students. Many outside factors may contribute to one's aptitude and interests; mental, extra-curricular position and outside interests.

Time.-- A clear understanding of future plans is essential. One's lines and abilities as a young-ster might well be carried over to later life. Ambitions, interests and expectations differ

and must be seriously considered in order that one might derive the best benefits from the time used in preparing for life's vocation.

Aptitudes.-- One's physical condition and disabilities, achievements, interests, personality and special aptitudes should be considered by the counselor and counselee when choosing an occupation.

Occupational analysis.-- The counselor not only has to know the counselee's aptitudes, abilities and interests in finding his appropriate occupation but has to know occupational trends and requirements which are likely to affect these aptitudes, abilities, and interests. There are a number of forms of occupational analysis, the discussion of which will follow.

Preparation.-- In the consideration of an occupation, the counselor and counselee should have in mind not only the benefits to be derived from the training, but the best institutions in which to obtain that training.

The training needed for the desired occupation depends upon the degree of skill required for that grade of work and the ability and interest of the counselee.

Occupational demands vary. The range of required preparation for given occupations vary from those which require only a small amount of general education to those where very specialized training is necessary. While it is true that many people have had the satisfaction of successful pursuit in an occupation where the

and must be seriously considered in order that one might derive the best benefits from the time used in preparing for life's vocation.

Aptitudes.-- One's physical condition and disabilities, achievements, interests, personality and special attributes should be considered by the counselor and counselee when choosing an occupation.

Occupational analysis.-- The counselor not only has to know the counselee's aptitudes, abilities and interests in finding his appropriate occupation but has to know occupational trends and requirements which are likely to affect these aptitudes, abilities and interests. There are a number of forms of occupational analysis, but discussion of which will follow.

Preparation.-- In the consideration of an occupation, the counselor and counselee should have in mind not only the benefits to be derived from the training, but the best institutions in which to obtain that training.

The training needed for the desired occupation depends upon the degree of skill required for that grade of work and the ability and interest of the counselee.

Occupational demands vary. The degree of required preparation for even occupations vary from those which require only a small amount of general education to those where very specialized training is necessary. While it is true that many people have had the satisfaction of successful pursuit in an occupation where the

educational requirements were greater than they had achieved due to a variety of factors, it is still necessary to explain those standards of preparation arising in all occupations.

We can not over emphasize the fact that a good general education provides a higher and stronger structure for special skills from which one becomes equipped educationally for the more difficult or complicated occupations.

IV. VOCATIONAL ADJUSTMENT

Economic factors in vocational adjustment.-- Little attention has been given by economists to the vocational adjustment of individuals in regard to the problems that have been studied such as supply and demand, business cycles, technological change and labor problems in relation to society rather than to individuals personally. Some exceptions of the above statement do exist partially as a result of the post-war depression and partially because of the influence of sociologists and psychologists who have aided in personalizing economics.

Supply and demand.-- Students of labor problems have used the concept of supply and demand, that is, when demand is great and the supply is small, prices will be high; conversely, when a demand is slight and the supply great, prices will be low, in connection with wage rates. It is pointed out that labor is sold just as are goods. It is an accepted fact that labor does not sell its services in the open market, just as most goods are not

educational requirements were greater than they had achieved due to a variety of factors. It is still necessary to explain those elements of preparation existing in all occupations.

We can not over emphasize the fact that a good general education provides a higher and stronger structure for special skills than which one becomes equipped educationally for the more difficult or complicated occupations.

IV. VOCATIONAL ADJUSTMENT

Economic factors in vocational adjustment.-- Little attention has been given by economists to the vocational adjustment of individuals in regard to the problems that have been studied such as supply and demand, business cycles, technological change and labor problems in relation to society rather than to individuals personally. Some examples of the above statement so exist partially as a result of the post-war depression and partially because of the influence of sociologists and psychologists who have aided in personalizing economics.

Supply and demand.-- Students of labor problems have used the concept of supply and demand. That is, when demand is great and the supply is small, prices will be high; conversely, when a demand is slight and the supply great, prices will be low. In connection with wage rates. It is pointed out that labor is sold just as any goods. It is an accepted fact that labor does not sell its services in the open market, just as most goods are not

sold without restrictions, and that supply and demand are not the only factors which fix prices and wages.

Economics show that the ratio of the supply of workers of a given type to the demand for the work which they are able to do is a fundamental economic factor in vocational adjustment. For example, during the first World War the services of skilled industrial workers were at a premium as a result of the boom of war industries. The shrinking economy of the 1930's, however, cut down the demand for skilled workers in the heavy industries.

Significance to personal welfare.-- The preceding facts are familiar. What is less known is their importance to individual careers and personal welfare. Studies have shown that students who try to enter an occupation at a time when the supply is greater than the demand have difficulty in gaining employment. If the decreasing demand is a long term rather than a short term trend those who do get a start in a job gain promotion more slowly than they would in better times.

sold without restrictions, and that supply and demand are not the only factors which fix prices and wages.

Economists agree that the ratio of the supply of workers of a given type to the demand for the work which they are able to do is a fundamental economic factor in vocational adjustment. For example, during the first World War the services of skilled industrial workers were at a premium as a result of the boom of war industries. The subsiding economy of the 1930's, however, cut down the demand for skilled workers in the heavy industries.

Significance to personal welfare.-- The preceding facts are familiar. What is less known is their importance to individual persons and personal welfare. Studies have shown that students who try to enter an occupation at a time when the supply is greater than the demand have difficulty in getting employment. If the overcrowding demand is a long term rather than a short term trend those who do get a start in a job path proceed more slowly than they would in better times.

CHAPTER III

METHOD OF INVESTIGATION

CHAPTER III

METHOD OF INVESTIGATION

I. Development of the Inquiry Form

Reasons for choice of instrument.-- After having investigated the various methods that could be used in obtaining information from veteran students about their vocational choices, the investigator decided that an anonymous inquiry form would be best for this purpose. The following reasons influenced the investigator in making such a decision:

1. The inquiry form was more practical because a larger group of individuals could be surveyed in a relatively short period of time.
2. The number of cases needed in the study would make the interview method of collecting data impracticable.
3. The securing of data on an inquiry form would aid in the tabulation and comparison of information.
4. The anonymous inquiry form should evoke sincere and accurate responses.

Description of the inquiry form.-- The task of devising an adequate inquiry form concerning vocational choice is a difficult one. In Chapter II reference was made to the contribution of Heaton and Weedon in their book, "The Failing Student" on the chapter "Vocational Motivation", wherein the authors used an

CHAPTER III

METHOD OF INVESTIGATION

I. Development of the Inquiry Form

Reasons for series of instruments.-- After having investigated the various methods that could be used in obtaining information from veteran students about their vocational choices, the investigator decided that an anonymous inquiry form would be best for this purpose. The following reasons influenced the investigator in making such a decision:

1. The inquiry form was more practical because a larger group of individuals could be surveyed in a relatively short period of time.
2. The number of cases needed in the study would make the interview method of collecting data impossible.
3. The secrecy of data on an inquiry form would aid in the tabulation and compilation of information.
4. The anonymous inquiry form should evoke sincere and truthful responses.

Description of the Inquiry Form.-- The task of devising an adequate inquiry form concerning vocational choice is a difficult one. In Chapter II reference was made to the contribution of Boston and Anderson in their book, "The Relating Students" on the chapter "Vocational Activities", wherein the authors used an

inquiry form that included many questions that appeared useful in this study. Because of the usefulness of these questions, several were incorporated to make up items: 1, 2, 3, 4, 6, 7, 8, 11, 12, 13 and 14 of Inquiry Form A, and items 1, 2, 3, 4, 6, 7, 8, 11, 12 and 13 of Inquiry Form B. Items 5, 9, and 10 of Forms A and B were questions formulated by the investigator to ascertain whether the subjects had adequate information concerning their vocational choices. These items were used to bring out the purpose of this study as indicated in Chapter I. Along with the two forms described above, a classification data sheet was used. This sheet consisted of items pertaining to personal information of the subjects. A copy of these forms may be found in the Appendix.

Try-outs and revisions of the inquiry forms.-- A sample test of Form A was given to some 14 veteran students, who were selected at random from the School of Education at Boston University. The findings of this sampling revealed that certain changes in the wording of some of the questions were necessary in order that the desired information might be obtained. They also revealed a weakness in the checking method of indicating responses, thus the method of encircling the responses was adopted instead of checking. A second sampling was made with 16 graduate students. The findings of this sampling revealed that the Inquiry Form was in relatively good shape for use. It also revealed that the investigator had arrived at an instrument that

inquiry form that included many questions that appeared useful in this study. Because of the usefulness of these questions, several were incorporated to make up items: 1, 2, 3, 4, 5, 7, 8, 11, 12, 13 and 14 of Inquiry Form A, and items 1, 2, 3, 5, 7, 8, 11, 12 and 13 of Inquiry Form B. Items 6, 9, and 10 of Forms A and B were questions formulated by the investigator to ascertain whether the subjects had adequate information concerning their vocational choices. These items were used to bring out the purpose of this study as indicated in Chapter I. Along with the two forms described above, a classification data sheet was used. This sheet consisted of items pertaining to personal information of the subject. A copy of these forms may be found in the Appendix.

Tryouts and revisions of the inquiry forms.-- A sample test of Form A was given to some 14 veteran students, who were selected at random from the School of Education at Boston University. The findings of this sampling revealed that certain changes in the wording of some of the questions were necessary in order that the desired information might be obtained. They also revealed a weakness in the branching method of indicating responses. Thus the method of controlling the responses was adopted instead of branching. A second sampling was made with 13 graduate students. The findings of this sampling revealed that the Inquiry Form was in relatively good shape for use. It also revealed that the investigator had arrived at an instrument that

served the purpose of obtaining the desired information from the study groups.

II. Selection of the Study Groups

Because the study was limited to veteran students, it was deemed advisable to secure needed information from the veterans' center of the University. It should be borne in mind that the files of any veterans' center of a college or university may contain records of individuals who are presently attending, who have attended and those who plan to attend. Therefore, it may be necessary for the investigator to search the records himself, since the veterans' centers are insufficiently staffed to render this service. Such was the case in this investigation.

Many states were represented by the study groups of this investigation.

Procedure in selection.-- The successful group was made up of 300 individuals who were attending or had attended the University for at least a semester and who had satisfactorily completed the minimum requirements for that period. The cases in this group were selected by using every third record in the files of the "successes".

The individuals making up the "failures", 350 in number, were those who had either been asked to withdraw because of unsatisfactory work or those who had an accumulative academic average below C-. The failing group was enlarged to include

served the purpose of obtaining the desired information from the study groups.

II. Selection of the Study Groups

Because the study was limited to veteran students, it was deemed advisable to secure needed information from the veterans' center of the University. It should be borne in mind that the files of any veterans' center of a college or university may contain records of individuals who are presently attending, who have attended and those who plan to attend. Therefore, it may be necessary for the investigator to search the records himself, since the veterans' centers are insufficiently staffed to render this service. Such was the case in this investigation.

Many states were represented by the study groups of this investigation.

Procedure in selection.-- The successful group was made up of 500 individuals who were attending or had attended the University for at least a semester and who had satisfactorily completed the minimum requirements for that period. The cases in this group were selected by using every third record in the files of the "successes".

The individuals making up the "failures", 500 in number, were those who had either been asked to withdraw because of unsatisfactory work or those who had an accumulative academic average below 0.-- The failing group was enlarged to include

students with a C- average (grade work of 1.7) when it became apparent that there was an insufficient number of complete failures to make up an adequate number of low ranking students.

Characteristics of groups studied.-- The age range of the "successes" was from 20-58 inclusive, whereas, that of the "failures" was 20-41 inclusive. The study covered both single and married male and female students. However, the number of female students appearing in this study was too small to be of significance. Cases of the study groups came from all schools of the University. All classes, both undergraduate and graduate, and special were represented in the survey as well as students who had graduated.

III. Administration of the Inquiry Form

Mailing procedure.-- The correspondence consisted of two letters and a card. The letter accompanying the initial inquiry forms to both groups was identical. In it was given a brief statement concerning the investigator, purpose of the study, the selection of the cases to be used as a representative sampling, the purpose of the number on the inquiry form and the assurance that no names would be printed in this study.

A card was sent to members of the study groups whose reply had not reached the investigator after three weeks, requesting their immediate consideration of the matter.

A second letter and a copy of the initial inquiry were sent

students with a D- average (grade work of 1.7) when it became apparent that there was an insufficient number of complete failures to make up an adequate number of low ranking students.

Characteristics of groups studied.-- The age range of the "successes" was from 20-58 inclusive, whereas, that of the "failures" was 20-41 inclusive. The study covered both single and married male and female students. However, the number of female students appearing in this study was too small to be of significance. Cases of the study groups came from all schools of the University. All classes, both undergraduate and graduate, and special were represented in the survey as well as students who had graduated.

III. Administration of the Inquiry Form

Mailing procedure.-- The correspondence consisted of two letters and a card. The letter accompanying the initial inquiry form to both groups was identical. In it was given a brief statement concerning the investigator, purpose of the study, the selection of the cases to be used as a representative sampling, the purpose of the number on the inquiry form and the assurance that no names would be printed in this study.

A card was sent to members of the study groups those reply had not reached the investigator after three weeks, requesting their immediate consideration of the matter.

A second letter and a copy of the initial inquiry were sent

to members of the study groups who had not responded to the former correspondence after a six week period, informing them of the significance of the information to the study being made.

Copies of the letters and the message used on the card may be found in the Appendix.

Nature of the returns.-- The returns from the initial inquiry were beyond expectation in that a better than average percentage was realized. The overall percentage of returns was 44.2. The percentages of the individual groups were 59.0 for the "successes" and 31.4 for the "failures". About six per cent of the returns from the "successes" were unanswered and a little better than 10 per cent of the "failures" were unanswered. It is the opinion of the investigator that the high response was largely due to the interest of the groups studied.

The response of the follow-up card yielded a total of 26.1 per cent return. The percentages for the individual groups were 36.6 for the "successes" and 20.8 for the "failures". One per cent of the "failures" were unanswered. It is believed that the relatively poor responses to the follow-up card was due either to the misplacement or the destruction of forms.

The returns from the follow-up letter were more encouraging than those from the follow-up card. However, this was to be expected since another copy of the initial inquiry form accompanied the letter. The total percentage of returns was 38.1. The individual percentages were 43.6 for the "successes" and

to members of the study groups who had not responded to the form-or correspondence after a six week period, informing them of the significance of the information to the study being made.

Copies of the letters and the message used on the card may be found in the Appendix.

Nature of the returns.-- The returns from the initial inquiry were beyond expectation in that a better than average percentage was realized. The overall percentage of returns was 44.2. The percentages of the individual groups were 50.0 for the "successes" and 31.1 for the "failures". About six per cent of the returns from the "successes" were unanswered and a little better than 10 per cent of the "failures" were unanswered. It is the opinion of the investigator that the high response was largely due to the interest of the groups studied.

The responses of the follow-up card yielded a total of 32.1 per cent return. The percentages for the individual groups were 36.8 for the "successes" and 20.8 for the "failures". One per cent of the "failures" were unanswered. It is believed that the relatively poor response to the follow-up card was due either to the misplacement or the destruction of forms.

The returns from the follow-up letter were more encouraging than those from the follow-up card. However, this was to be expected since another copy of the initial inquiry form accompanied the letter. The total percentage of returns was 39.1. The individual percentages were 45.8 for the "successes" and

35.8 for the "failures". Approximately 3.5 per cent of the "successes" and 2.5 per cent of the "failures" were returned unanswered.

Table I provides a summarized account of the final returns.

Table 1.-- Number of Inquiry Forms Sent to "Successes" and "Failures" with the Number and Percentages of the Returns Answered and Unanswered.

Returns	"Successes"	"Failures"	Total
Number Sent	300	350	650
Number Returned	256	228	484
Per Cent Returned	85.3	63.7	74.3
Number Answered	234	181	414
Per Cent Answered	91.4	86.6	63.7
Number Unanswered	22	47	69
Per Cent Unanswered	8.6	13.4	10.6

Of the 300 inquiry forms sent to the "Successes", 256, or 85.3 per cent were returned; 22 or 8.6 per cent returned unanswered. Of the 350 inquiries sent to the "Failures", 228, or 64.8 per cent were returned; 47 or 13.4 per cent were returned unanswered. The number of inquiries sent was 650. The number returned was 484 or 74.3 per cent. The number returned answered was 414 or 63.7 per cent. The number returned unanswered was 69 or 10.6 per cent. The reasons for the unanaswered inquiries are shown in the order of their frequency as:

55.2 for the "Failures". Approximately 2.5 per cent of the "Successes" and 2.5 per cent of the "Failures" were returned unanswered.

Table I provides a summarized account of the final returns.

Table I.-- Number of Inquiry Forms Sent to "Successes" and "Failures" with the Number and Percentages of the Returns Answered and Unanswered.

Returns	"Successes"	"Failures"	"Total"
Number Sent	300	330	630
Number Returned	256	228	484
Per Cent Returned	85.3	68.7	76.8
Number Answered	234	181	414
Per Cent Answered	91.4	79.4	85.5
Number Unanswered	22	47	69
Per Cent Unanswered	8.6	20.6	14.2

Of the 300 inquiry forms sent to the "Successes", 256, or 85.3 per cent were returned; 22 or 8.6 per cent returned unanswered. Of the 330 inquiries sent to the "Failures", 228, or 68.7 per cent were returned; 47 or 20.6 per cent were returned unanswered. The number of inquiries sent was 630. The number returned was 484 or 76.8 per cent. The number returned answered was 414 or 85.5 per cent. The number returned unanswered was 69 or 14.2 per cent. The reasons for the unanswered inquiries are shown in the order of their frequency as:

1. Addressee moved; left no forwarding address.
2. Addressee in armed forces.
3. Addressee overseas.
4. Addressee deceased.

The investigator decided to use more "failures" in the study because it was believed that the responses from this group would not be as favorable as that from the "successes". This belief was verified by the record of the returns as shown in Table 1.

A graph showing the day-by-day account of returns from "successes" and "failures" may be found in the Appendix.

CHAPTER IV

RESULTS OF THE SURVEY

CHAPTER IV

RESULTS OF THE SURVEY

I. Characteristics of the Groups Studied

Educational status.-- Fifty-one and one-tenth per cent of the "successes" were senior and graduate students. The same percentage of "failures" were freshmen and sophomore students. It is difficult to ascertain whether the "failures" lacked motivation since failing students are eliminated comparatively early and many factors must be considered contributing to failure. It is equally difficult to account for the high mortality among juniors and seniors.

Table 2.-- The Educational Status of the "Successes" and "Failures".

Educational Status	"Successes"		"Failures"	
	Number	Per Cent	Number	Per Cent
Freshman	6	2.6	32	18.0
Sophomore	45	19.5	59	33.1
Junior	45	19.5	30	16.9
Senior	61	26.4	12	6.7
Graduate	57	24.7	16	9.0
Special	11	4.7	29	16.3
Graduated	6	2.6	0	0
Totals	231	100	178	100

CHAPTER IV

RESULTS OF THE SURVEY

1. Characteristics of the Groups Studied

Educational status.-- Fifty-one and one-tenth per cent of the "successes" were senior and graduate students. The same percentage of "failures" were freshmen and sophomore students. It is difficult to ascertain whether the "failures" lacked motivation since failing students are eliminated comparatively early and many factors must be considered contributing to failure. It is equally difficult to account for the high mortality among juniors and seniors.

Table 2.-- The Educational Status of the "Successes" and "Failures".

	"Successes"		"Failures"	
Educational Status	Number	Per Cent	Number	Per Cent
Freshmen	6	2.6	32	18.0
Sophomore	43	18.5	39	22.1
Junior	45	19.5	30	16.9
Senior	61	26.2	12	6.7
Graduate	57	24.7	16	9.0
Special	11	4.7	29	16.3
Graduated	6	2.6	0	0
Totals	231	100	178	100

Distribution by sex.-- Of the 231 "successes", 217 or 93.9 per cent were male and 14 or 6.1 per cent were female; where as 173 or 97.2 per cent of the 178 "failures" were male and 5 or 2.8 per cent were female.

Marital status.-- Figures show in Table 3 that the percentage difference of the study groups as far as marital status is concerned is negligible.

Table 3.-- Numbers and Percentages of the Marital Status of "Successes" and "Failures".

Sex	"Successes"				"Failures"			
	Married	Per Cent	Single	Per Cent	Married	Per Cent	Single	Per Cent
Male	78	34.7	135	60.0	59	47.1	114	50.7
Female	7	3.1	5	2.2	1	.4	4	.8
Totals	85	37.8	140	62.2	60	47.5	118	52.5

Age status.-- The factor of age as shown by Table 4 indicates that age in this study plays an insignificant role. Perhaps this finding is true because the subjects surveyed by this study were for the most part mature.

Distribution by sex.-- Of the 221 "successes", 217 or 98.9 per cent were male and 14 or 6.1 per cent were female; whereas 172 or 97.2 per cent of the 177 "failures" were male and 5 or 2.8 per cent were female.

Marital status.-- Figures show in Table 3 that the percentage difference of the study groups as far as marital status is concerned is negligible.

Table 3.-- Numbers and Percentages of the Marital Status of "Successes" and "Failures".

Sex	"Successes"				"Failures"			
	Married	Per Cent	Single	Per Cent	Married	Per Cent	Single	Per Cent
Male	78	94.7	135	90.0	59	47.1	114	50.7
Female	7	8.1	5	2.3	1	.4	4	.9
Total	85	37.8	140	62.2	60	47.5	118	52.5

Age status.-- The factor of age as shown by Table 4 indicates that age in this study plays an insignificant role. Perhaps this finding is true because the subjects surveyed by this study were for the most part mature.

Table 4.-- Numbers and Percentages of "Successes" and "Failures" according to Age Range.

Age Range	"Successes"		"Failures"	
	Number	Per Cent	Number	Per Cent
20-24	98	42.4	83	46.1
25-27	66	28.6	47	26.1
28-30	39	17.0	31	17.2
31-33	10	4.3	10	5.6
34-36	10	4.3	6	3.3
37-39	6	2.6	2	1.1
40-42	1	.4	1	.6
43 and above	1	.4	0	0
Totals	231	100	180	100

II. Vocational Preferences and Objectives

Proportions having a vocational objective.-- The study groups were asked to give the titles of the occupations for which they were working. This question was significant for two reasons: to ascertain the nature of the students' choices of occupations and to obtain the occupational distribution of the members of the study groups.

It is interesting to note (Table 5) the relative negative difference in percentage between the professional and managerial occupations among "successes" and "failures". The following

Table 4.-- Numbers and Percentages of "Successes" and "Failures" according to Age Range.

Age Range	"Successes"		"Failures"	
	Number	Per Cent	Number	Per Cent
20-24	98	42.4	83	46.1
25-27	66	28.6	47	26.1
28-30	39	17.0	31	17.2
31-33	10	4.3	10	5.6
34-36	10	4.3	6	3.3
37-39	6	2.6	3	1.7
40-42	1	.4	1	.6
43 and above	1	.4	0	0
Totals	231	100	180	100

II. Vocational Preferences and Objectives

Propositions having a vocational objective.-- The study groups were asked to give the titles of the occupations for which they were working. This question was significant for two reasons: to ascertain the nature of the students' choices of occupations and to obtain the occupational distribution of the members of the study groups.

It is interesting to note (Table 5) the relative negative difference in percentage between the professional and managerial occupations among "successes" and "failures". The following

occupations were listed according to the frequency of their appearance in the survey: lawyers, teachers, doctors, social workers, store managers, public accountants, journalists, artists, and diplomats.

The findings of this question reveal that the tendency of present day students is largely to prepare for occupations falling into these categories: professional and managerial; and clerical and sales.

Table 5.-- Numbers and Percentages of the Responses of "Successes" and "Failures" Having a Vocational Objective.

Occupational Classification	"Successes"				"Failures"			
	Male	Female	Total	Per Cent	Male	Female	Total	Per Cent
Professional & Managerial Occupations	177	14	191	93.6	111	5	116	80.5
Clerical & Sales Occupations	13	0	13	6.4	24	0	24	16.7
Service Occupations	0	0	0	0	1	1	2	1.4
Agriculture, Forestry, Fishing & Kindred Occupations	0	0	0	0	1	0	1	.7
Skilled Occupations	0	0	0	0	1	0	1	.7
Semi-Skilled Occupations	0	0	0	0	0	0	0	0
Unskilled Occupations	0	0	0	0	0	0	0	0

occupations were listed according to the frequency of their appearance in the survey: lawyers, teachers, doctors, social workers, store managers, public accountants, journalists, artists, and diplomats.

The findings of this question reveal that the tendency of present day students is largely to prepare for occupations falling into three categories: professional and managerial; and clerical and sales.

Table 5.-- Numbers and Percentages of the Responses of "Successes" and "Failures" Having a Vocational Objective.

Occupational Classification	"Successes"				"Failures"			
	Male	Female	Total	Per Cent	Male	Female	Total	Per Cent
Professional & Managerial Occupations	177	24	201	83.8	111	5	116	60.5
Clerical & Sales Occupations	15	0	15	6.4	24	0	24	12.7
Service Occupations	0	0	0	0	1	1	2	1.4
Agriculture, Forestry, Fishing & Mining Occupations	0	0	0	0	1	0	1	.7
Skilled Occupations	0	0	0	0	1	0	1	.7
Semi-Skilled Occupations	0	0	0	0	0	0	0	0
Unskilled Occupations	0	0	0	0	0	0	0	0

Nature of vocational choices.-- Members of the study groups were asked whether or not they had a vocational choice. This question was significant to the study in that it showed the number of students of the study groups who were attending school without a vocational choice.

It was found that 198 or 85.7 per cent of the "successes" and 140 of 78.9 per cent of the "failures" answered "yes". Thirty-three or 14.3 per cent of the "successes" and 40 or 21.1 per cent of the "failures" answered "no". The difference in the per cent or "successes" and "failures" having or not having a definite choice of vocation is, therefore, 6.8. This seems to point out that having a vocational choice alone is not too great a factor in academic achievement.

Comparison of vocational preferences and actual choice.-- The subjects were asked to name in order a,b,c, the vocations they would prefer if questions of ability, training, finance, and other hindrances did not affect their choice; and to name the occupations they were preparing for in order that agreement between preference and choice might be ascertained.

Of the 204 "successes" who were asked the questions (preferences and choices) 174 or 85.3 per cent had made a choice in line with their vocational preference. Of the 142 "failures" who were asked the questions (preferences and choices) 117 or 82.4 per cent had made a choice in line with their vocational preference. Table 7 gives the distribution (numbers and percentages) of the members

Nature of vocational choices.-- Members of the study groups were asked whether or not they had a vocational choice. This question was significant to the study in that it showed the number of students of the study groups who were attending school without a vocational choice.

It was found that 188 or 85.7 per cent of the "successes" and 140 or 78.8 per cent of the "failures" answered "yes". Thirty-three or 14.0 per cent of the "successes" and 40 or 21.1 per cent of the "failures" answered "no". The difference in the per cent of "successes" and "failures" having or not having a definite choice of vocation is, therefore, 6.5. This seems to point out that having a vocational choice alone is not too great a factor in academic achievement.

Comparison of vocational preferences and actual choice.-- The subjects were asked to name in order p.r.c. ibb vocations they would prefer if questions of ability, training, finance, and other hindrances did not affect their choice; and to name the occupations they were preparing for in order that agreement between preference and choice might be ascertained.

Of the 204 "successes" who were asked the questions (preferences and choices) 174 or 85.3 per cent had made a choice in line with their vocational preferences. Of the 142 "failures" who were asked the questions (preferences and choices) 117 or 82.4 per cent had made a choice in line with their vocational preference. Table 7 gives the distribution (numbers and percentages) of the members

of the study groups appearing in a,b,c.

In the areas of "yes" and "no" concerning the agreement of preferences to occupational choice between "successes" and "failures," little difference in percentage was noted. These findings tend to indicate that academic success may be obtained where there is no agreement between preference and choice.

Table 6.-- Numbers and Percentages of Cases in Which Vocational Choices Were in Agreement with Vocational Preferences of "Successes and "Failures."

"Successes"

	A		B		C		TOTALS	
	Number	Per Cent	Number	Per Cent	Number	Per Cent	Number	Per Cent
YES	132	64.7	33	16.2	9	4.4	174	85.3
	NUMBER		PER CENT					
NO	30		14.7				30	14.7
TOTALS							204	100

"Failures"

	A		B		C		TOTALS	
	Number	Per Cent	Number	Per Cent	Number	Per Cent	Number	Per Cent
YES	94	66.2	16	11.3	7	4.9	117	82.4
	NUMBER		PER CENT					
NO	25		17.6				25	17.6
TOTALS							142	100

of the study groups appearing in a.b.c.

In the areas of "yes" and "no" concerning the statement of preference as occupational choice between "successes" and "failures," little difference in percentage was noted. These findings tend to indicate that scholastic success may be obtained where there is no agreement between preference and choice.

Table 6.-- Numbers and Percentages of Cases in Which Vocational Choices Were in Agreement with Vocational Preferences of "Successes and "Failures."

"Successes"

	A		B		C		TOTALS	
	Number	Per Cent	Number	Per Cent	Number	Per Cent	Number	Per Cent
YES	125	84.7	33	16.2	3	1.4	174	85.4
	Number	Per Cent						
NO	30	14.7					30	14.7
TOTALS							204	100

"Failures"

	A		B		C		TOTALS	
	Number	Per Cent	Number	Per Cent	Number	Per Cent	Number	Per Cent
YES	94	82.2	16	13.6	7	4.2	117	82.4
	Number	Per Cent						
NO	20	17.5					25	17.6
TOTALS							142	100

Permanence of vocational plans.-- "How long have been considering this particular occupation?" was asked. The question was used to find out whether greater success may be due to length of time vocational choice was considered by members of the study groups.

It is significant to note (Table 8) that about three times as many "failures" (33.1 per cent) as "successes" (11.7 per cent) had been considering the occupation for which they were preparing for two years or less. Of the "successes," the majority (57 per cent) had considered their occupations for five years or more. This would suggest that those with plans which had not been changed recently may have felt more assured as to the permanence and significance of their choice than those who had changed more frequently. They may, for that reason, have been more effectively motivated by the vocational choice.

Table 7.-- Numbers and Percentages of the Responses of "Successes" and "Failures" to the Question: How long have you been considering this particular occupation?

Length of Period	"SUCCESSES"		"FAILURES"	
	Number	Per Cent	Number	Per Cent
Up to 2 Years	15	11.7	47	33.1
More than 2 Years	198	88.3	95	66.9
Totals	213	100.0	142	100.0

Permanence of vocational plans.-- "How long have been considering this particular occupation?" was asked. The question was used to find out whether greater success may be due to length of time vocational choice was considered by members of the study groups.

It is significant to note (Table 8) that about twice times as many "failures" (63.1 per cent) as "successes" (31.7 per cent) had been considering the occupation for which they were preparing for two years or less. Of the "successes," the majority (57 per cent) had considered their occupations for five years or more. This would suggest that those with plans which had not been changed recently may have felt more assured as to the permanence and significance of their choice than those who had changed more frequently. They may, for that reason, have been more effectively motivated by the vocational choice.

Table 7.-- Numbers and Percentages of the Responses of "Successes" and "Failures" to the Question: How long have you been considering this particular occupation?

	"SUCCESSES"		"FAILURES"	
Length of Period	Number	Per Cent	Number	Per Cent
Up to 2 Years	15	11.7	47	63.1
More than 2 Years	128	88.3	28	36.9
Totals	213	100.0	128	100.0

Certainty of vocational choices.-- "How certain are you that your vocational choice is the best one for you?" The alternative answers to this question were; "Quite certain," "Somewhat uncertain," and "Very uncertain." The question was used to learn whether the student had made a thorough study of what is expected of him in the occupation and how well he is suited for it.

Of the 214 "successes" responding to the question, 137, or 64.0 per cent checked "Quite certain"; 55, or 25.7 per cent, checked "Somewhat uncertain"; and 22, or 10.3 per cent, checked "Somewhat uncertain." Of the 153 "failures" responding to the question, 118 or 77.1 per cent checked "Quite certain"; 28, or 18.3 per cent, checked "Somewhat uncertain," and 7, or 4.6 per cent, checked "Very uncertain." The findings here indicate that more "failures" than "successes" were certain of their vocational choice, on the other hand, more "successes" than "failures" were "Somewhat certain" and "Very uncertain."

These findings show that certainty of vocational choice alone does not play too great a part in academic success.

Certainty of vocational choices.-- "How certain are you that your vocational choice is the best one for you?" The alternative answers to this question were: "Quite certain," "Somewhat uncertain," and "Very uncertain." The question was used to learn whether the student had made a thorough study of what is expected of him in the occupation and how well he is suited for it.

Of the 214 "successes" responding to the question, 137, or 64.0 per cent checked "Quite certain"; 56, or 26.7 per cent, checked "Somewhat uncertain"; and 22, or 10.3 per cent, checked "Somewhat uncertain." Of the 168 "failures" responding to the question, 116 or 77.1 per cent checked "Quite certain"; 29, or 17.3 per cent, checked "Somewhat uncertain," and 7, or 4.6 per cent, checked "Very uncertain." The findings here indicate that more "failures" than "successes" were certain of their vocational choice, on the other hand, more "successes" than "failures" were "Somewhat certain" and "Very uncertain."

These findings show that certainty of vocational choice alone does not play too great a part in academic success.

Table 8.-- Numbers and Percentages of the Responses of "Successes" and "Failures" to the Question: How certain are you that your vocational choice is the best for you?

Degree of Certainty	"Successes"		"Failures"	
	Number	Per Cent	Number	Per Cent
Quite certain	137	64.0	118	77.1
Somewhat uncertain	55	25.7	28	18.3
Very uncertain	22	10.3	7	4.6
Totals	214	100.0	153	100.0

Time vocational choice was considered.-- "Was your vocational objective arrived at before or after entering college?" was asked members of the study groups. The question was significant to the study in that it tended to show the effect of high school training and work experience on vocational choice.

Of the 215 "successes" answering the question 134, or 52.3 per cent, responded "Before entering", 81, or 37.7 per cent, responded "After entering"; of the 148 "failures" answering the question, 82, or 44.6 per cent, responded "After entering". There is only a slight difference in the percentages of the responses of the "successes" and "failures."

The findings here tend to indicate that whether choice is arrived at before or after entering college is of little value to academic success.

Table 3.--- Numbers and percentages of the responses of "Successes" and "Failures" to the question: How certain are you that your vocational choice is the best for you?

Degree of certainty	"Successes"		"Failures"	
	number	per cent	Number	per cent
Quite certain	137	94.0	119	77.1
Somewhat uncertain	5o	35.7	29	18.8
Very uncertain	23	16.3	7	4.5
Totals	214	100.0	155	100.0

Time vocational choice was considered.-- "Was your vocational objective arrived at before or after entering college?" was asked members of the study group. The question was similar to the study in that it tended to show the effect of high school training and work experience on vocational choice.

Of the 214 "successes" answering the question 154, or 85.5 per cent, responded "Before entering", 31, or 57.7 per cent, responded "After entering"; of the 155 "failures" answering the question, 82, or 44.8 per cent, responded "After entering". There is only a slight difference in the percentages of the responses of the "successes" and "failures."

The findings here tend to indicate that whether choice is arrived at before or after entering college is of little value to academic success.

Table 9.-- Numbers and Percentages of the Responses of "Successes" and "Failures" to the Question: "Was your vocational objective arrived at before or after entering college?"

When Decision Was Made	"Successes"		"Failures"	
	Number	Per Cent	Number	Per Cent
Before entering	134	62.3	82	55.4
After entering	81	37.7	66	44.6
Totals	215	100.0	148	100.0

Reasons for changes of vocational objective.-- "If you changed vocational objective since entering college, please note the reason" and "If you changed vocational objective after entering college but before leaving it, please note the reason," were questions asked the "successes" and "failures" respectively. These questions were asked to determine the seriousness of thought of the members of the study groups in changing their vocations.

It was found that nine or 3.9 per cent of the "successes" and 25, or 13.8 per cent of the "failures" responded to the questions. The reasons given were in the order of their frequency as follows: "the occupation offered better opportunities for employment" (12), my interest in the occupation (9), "occupation offered more satisfaction for emotional outlet" (6), desire to have an objective in life" (4), and "advised to change because of the findings of the tests" (3).

Table 9.-- Numbers and Percentages of the Responses of "Successes" and "Failures" to the Question: "Was your vocational objective arrived at before or after entering college?"

When Decision Was Made	"Successes"		"Failures"	
	Number	Per Cent	Number	Per Cent
Before entering	124	58.5	55	55.4
After entering	91	37.7	88	44.6
Totals	215	100.0	143	100.0

Reasons for changes of vocational objective.-- "If you changed vocational objective since entering college, please note the reason" and "If you changed vocational objective after entering college but before leaving it, please note the reason," were questions asked the "successes" and "failures" respectively. These questions were asked to determine the seriousness of thought of the members of the study groups in choosing their vocations.

It was found that nine or 5.9 per cent of the "successes" and 23, or 15.8 per cent of the "failures" responded to the questions. The reasons given were in the order of their frequency as follows: "the occupation offered better opportunities for employment" (12), my interest in the occupation (3), "occupation offered more satisfaction for emotional outlet" (3), desire to have an objective in life" (4), and "advised to change because of the findings of the tests" (3).

It is believed that the relatively high percentage of changes among "failures" is no indication for failure because many of the factors, for example, ability, interest, aptitude, and performance not covered in this study should be taken into consideration.

Parents' attitude towards students' vocational choices.-- The members of the study groups were asked whether or not their parents favored their choices of vocations. This question was asked to determine if the rights of the members of the study groups to make their choices were infringed upon by the wishes of their parents.

There was little difference in percentage (Table 10) of responses between the "successes" and "failures."

The findings here indicate that a relatively low percentage of both groups of students were under parental influence.

Table 10.-- Numbers and Percentages of the Responses of "Successes" and "Failures" to the Question: "Do or did your parents favor your choice of vocation?"

Responses	"Successes"		"Failures"	
	Number	Per Cent	Number	Per Cent
Yes	150	68.2	100	60.3
No	4	1.8	6	3.6
Uncertain	13	5.9	11	6.6
Question does not apply	53	24.1	49	29.5
Totals	220	100.0	166	100.0

It is believed that the relatively high percentage of changes among "failures" is no indication for failure because many of the factors, for example, ability, interest, aptitude, and performance not covered in this study should be taken into consideration.

Parental attitude towards students' vocational choices.--The members of the study groups were asked whether or not their parents favored their choices of vocations. This question was asked to determine if the rights of the members of the study groups to make their choices were infringed upon by the wishes of their parents.

There was little difference in percentage (Table 10) of responses between the "successes" and "failures."

The findings here indicate that a relatively low percentage of both groups of students were under parental influence.

Table 10.-- Numbers and Percentages of the Responses of "Successes" and "Failures" to the Question: "Do or did your parents favor your choice of vocation?"

Responses	"Successes"		"Failures"	
	Number	Per Cent	Number	Per Cent
Yes	150	68.2	100	60.3
No	4	1.8	6	3.6
Uncertain	13	5.9	11	6.6
Question does not apply	53	24.1	49	29.5
Totals	220	100.0	166	100.0

III. Opinions Concerning Adequacy of Information and Guidance

Adequacy of vocational information.-- Since the preceding material has dealt primarily with the selection of a vocation the questions: "How adequate is your information about your chosen vocation?" and "How adequate was your information about the vocation you had in mind in college?" were asked "successes" and "failures", respectively. These questions were asked members of the study groups to find out how adequately informed they were of their vocational choices.

It was revealed by this study as shown by Tables 11 and 12 that more "failures" (55 per cent) than "successes" (37.9 per cent) had limited information concerning their vocational choices. It is surprising that 72, or 45.0 per cent of the 160 "failures" stated that they had adequate information concerning their vocational choices. These findings seem to indicate that information concerning vocations is not the only factor contributing to academic success.

Table 11.-- Numbers and Percentages of the Responses of "Successes" to the Question: "How adequate was your information about your chosen vocation?"

Responses	"successes"	
	Number	Per Cent
Entirely adequate	136	62.1
Somewhat limited	77	35.2
Very limited	6	2.7
Totals	219	100.0

III. Opinions Concerning Adequacy of Information and Guidance

Adequacy of vocational information.-- Since the preceding material has dealt primarily with the selection of a vocation the questions: "How adequate is your information about your chosen vocation?" and "How adequate was your information about the vocation you had in mind in college?" were marked "successes" and "failures", respectively. These questions were asked members of the study groups to find out how adequately informed they were of their vocational choices.

It was revealed by this study as shown by Tables II and IX that more "failures" (55 per cent) than "successes" (37.9 per cent) had limited information concerning their vocational choices. It is surprising that 72, or 25.0 per cent of the 160 "failures" stated that they had adequate information concerning their vocational choices. These findings seem to indicate that information concerning vocations is not the only factor contributing to academic success.

Table II.-- Numbers and Percentages of the Responses of "Successes" to the Question: "How adequate was your information about your chosen vocation?"

Responses	"Successes"	
	Number	Per Cent
Entirely adequate	136	46.1
Somewhat limited	77	26.2
Very limited	8	2.7
Totals	219	100.0

Table 12.-- Number and Percentages of the Responses of "Failures" to the Question: "How adequate was your information about the vocation you had in mind in college?"

Responses	"Failures"	
	Number	Per Cent
Entirely adequate	72	45.0
Somewhat limited	70	43.8
Very limited	18	11.2
Totals	160	100.0

Adequacy of guidance service.-- The question: "Do you think you have had adequate guidance in the selection of a vocation?" was asked. The purpose of this question was to determine students' opinions regarding the adequacy of guidance services rendered. One hundred and ten, or 48.5 per cent, of the 227 "successes" answering the question answered "Yes"; 79, or 34.8 per cent answered "No"; 38, or 16.7 per cent answered" Uncertain." There was no significant difference in the responses of the "successes" and "failures" to the question. However, it is significant to note that more than half of the study groups stated that they did not have or were uncertain concerning adequate guidance in selecting a vocation.

The findings here reveal that adequate guidance is only one factor (of many) that contribute to academic success.

Table 18.-- Number and Percentages of the Responses of "Failures" to the Question: "How adequate was your information about the vocation you had in mind in college?"

Responses	"Failures"	
	Number	Per Cent
Entirely adequate	72	45.0
Somewhat limited	70	43.8
Very limited	18	11.2
Totals	160	100.0

Adequacy of guidance service.-- The question: "Do you think you have had adequate guidance in the selection of a vocation" was asked. The purpose of this question was to determine students' opinions regarding the adequacy of guidance services rendered. One hundred and ten, or 43.5 per cent, of the 297 "successes" answering the question answered "Yes"; 72, or 24.5 per cent answered "No"; 58, or 19.7 per cent answered "Uncertain." There was no significant difference in the responses of the "successes" and "failures" to the question. However, it is significant to note that more than half of the study groups stated that they did not have or were uncertain concerning adequate guidance in selecting a vocation.

The findings here reveal that adequate guidance is only one factor (or many) that contributes to academic success.

IV. Opinions Concerning Educational Choices and Status

Choice of institution.-- "Are you attending the school of your own choice?" and "Was Boston University your own choice of institution?" were questions asked "successes" and "failures" respectively. The purpose of these questions was to determine whether the student had the privilege of exercising his choice of an institution in view of the limited facilities of colleges.

One hundred and seventy-eight, or 83.2 per cent, of the 214 "successes" answered "Yes." Twenty-one, or 9.8 per cent answered "No"; and 15 or 20 per cent, were "Not sure." One hundred and forty-six or 83.0 per cent of the "failures" answered "Yes"; 30, or 17.0 per cent answered "No"; and none, or 0 per cent, were "Not sure." The findings reveal that "failures" were not sure that Boston University was their own choice of institution.

The implication of the findings tend to point out that the students' choice of an institution is of little significance regarding academic achievement.

Adequacy of college preparation.-- "Do you feel that the school you are now attending is providing the preparation you need to qualify you for your chosen vocation?" and "Did you feel that Boston University offered the preparation you needed to qualify you for your chosen vocation?" were questions asked "successes" and "failures" respectively. These were asked to

IV. Opinions Concerning Educational Choices and Obstacles

Choice of Institution.-- "Are you attending the school of your own choice?" and "Was Boston University your own choice of institution?" were questions asked "successes" and "failures" respectively. The purpose of these questions was to determine whether the students had the privilege of exercising his choice of an institution in view of the limited facilities of colleges.

One hundred and seventy-eight, or 88.2 per cent, of the 214 "successes" answered "Yes." Twenty-one, or 9.8 per cent answered "No"; and 15 or 20 per cent, were "Not sure." One hundred and forty-six or 68.0 per cent of the "failures" answered "Yes"; 30, or 17.0 per cent answered "No"; and none, or 0 per cent, were "Not sure." The findings reveal that "failures" were not sure that Boston University was their own choice of institution.

The implication of the findings tend to point out that the students' choice of an institution is of little significance regarding academic achievement.

Adequacy of college preparation.-- "Do you feel that the school you are now attending is providing the preparation you need to qualify you for your chosen vocation?" and "Did you feel that Boston University offered the preparation you needed to qualify you for your chosen vocation?" were questions asked "successes" and "failures" respectively. These were asked to

find out the extent of the student's knowledge of the school's facilities for the preparation of his vocation.

It was revealed that 164, or 76.3 per cent, of the 215 "successes" responded "Yes"; 22, or 10.2 per cent, responded "No"; and 29, or 13.5 per cent, responded "Not sure." One hundred or 58.5 per cent of the 171 "failures" responded "Yes"; 11, or 6.4 per cent responded "No"; and 60, or 35.1 per cent responded "To a limited degree." It is interesting to note that 13.5 per cent of the "successes" replied "Not sure" to the question asked them; and 35.1 per cent of the "failures" replied "To a limited degree" to the question. Although the "failures" were being prepared to a limited degree for the choice of their vocations, nearly three times (percentages) as many "failures" as "successes" responded "Not sure."

The results of the responses to these questions seem to indicate that many students attend schools that they think are not adequately preparing them for their life vocations. However, this should not be interpreted as being the principal cause for unsuccessful achievement.

V. Importance of College Education to Students

Opinions concerning value of college education.-- The members of the study groups were asked: "How important do you consider college to be in your life plans?" This question was used to determine the students' evaluation of college education.

find out the extent of the students knowledge of the school's facilities for the preparation of his vocation.

It was revealed that 164, or 76.3 per cent, of the 215 "successes" responded "Yes"; 22, or 10.2 per cent, responded "No"; and 29, or 13.5 per cent, responded "Not sure." One hundred or 86.5 per cent of the 171 "failures" responded "Yes"; 11, or 6.4 per cent responded "No"; and 60, or 35.1 per cent responded "To a limited degree." It is interesting to note that 13.5 per cent of the "successes" replied "Not sure" to the question asked them; and 35.1 per cent of the "failures" replied "To a limited degree" to the question. Although the "failures" were being prepared to a limited degree for the choice of their vocation, nearly three times (percentages) as many "failures" as "successes" responded "Not sure."

The results of the responses to these questions seem to indicate that many students attend schools that they think are not adequately preparing them for their life vocation. However, this should not be interpreted as being the principal cause for unsuccessful achievement.

V. Importance of College Education to Students

Opinions concerning value of college education.-- The members of the study groups were asked: "How important do you consider college to be in your life plans?" This question was used to determine the students' evaluation of college education.

Of the 226 "successes," 172 or 76.2 per cent, responded "Essential"; 52, or 23.0 per cent, responded "Important, but not essential"; 1, or 4 per cent, responded "Somewhat helpful"; and 1, or 4 per cent, responded "Unimportant." Of the 183 "failures," 102, or 55.8 per cent, responded "Essential"; 67, or 36.6 per cent, responded "Important, but not essential;" 7, or 3.8 per cent, responded "Somewhat helpful"; and 7, or 3.8 per cent responded "Unimportant." It is significant to note that a total of nearly 100 per cent of the "successes" and nearly 93 per cent of the "failures" rated education "Essential" and "Important, but not essential."

Since the value of education was rated so highly by both "successes" and "failures," this factor is not an important one in distinguishing between the two groups with respect to their academic achievement.

College attendance as a time-filler.-- It is believed that during the past five years many veterans who ordinarily would have gone into business or into industry have attended college because of the opportunities afforded them by the Veterans' Administration Training Program. Were it not for this program many veterans would not be in college for the lack of financial means.

One hundred and sixty-eight or 81.6 per cent, of the 206 "successes" said that they would be in college if they could secure worthwhile employment. Fourteen or 6.8 per cent, of the

Of the 290 "successes," 172 or 72.2 per cent, responded "Essential"; 62, or 21.0 per cent, responded "Important, but not essential"; 1, or .4 per cent, responded "Somewhat helpful"; and 1, or .4 per cent, responded "Unimportant." Of the 102 "failures," 102, or 55.5 per cent, responded "Essential"; 67, or 36.8 per cent, responded "Important, but not essential;" 7, or 3.8 per cent, responded "Somewhat helpful"; and 7, or 3.8 per cent responded "Unimportant." It is significant to note that a total of nearly 100 per cent of the "successes" and nearly 85 per cent of the "failures" rated education "Essential" and "Important, but not essential."

Since the value of education was rated so highly by both "successes" and "failures," this factor is not an important one in distinguishing between the two groups with respect to their academic achievement.

Veterans attendance as a time-filler.-- It is believed that during the past five years many veterans who ordinarily would have gone into business or into industry have attended college because of the opportunities afforded them by the Veterans' Administration Training Program. Were it not for this program many veterans would not be in college for the lack of financial means.

One hundred and eighty-eight or 81.8 per cent, of the 208 "successes" said that they would be in college if they could secure worthwhile employment. Fourteen or 6.8 per cent, of the

"successes" said that they would not be in college if they could secure worthwhile employment; and 24, or 11.6 per cent, of the "successes" were uncertain. It is worthy of attention that 6.8 per cent said that they would not be in college if they could secure worthwhile employment and that 11.6 per cent said that they were uncertain. This may be due to the fact that those students are profitably filling their time until economic conditions permit them to be gainfully employed.

CHAPTER V

SUMMARY AND CONCLUSIONS

CHAPTER V

SUMMARY AND CONCLUSIONS

I. Restatement of the Problem

Purposes and procedure.-- This is a study to show the effect of a definite vocational choice on academic success and failure of veteran students in a metropolitan university. It was conducted by the use of inquiry forms sent to members of the study groups who were selected from the files of the Veterans Center. The inquiries consisted of items pertaining to personal, vocational and educational information.

The groups studied.-- This study covered both single and married male and female students from many states of the United States. These students attended all the schools of the University. All class both undergraduate and graduate and special were represented in the survey as well as students who had graduated.

The "successful" group was made up of 300 individuals who were attending or had attended the University for at least a semester and who had satisfactorily completed the minimum requirements for that period.

The individuals making up the "failures", 350 in number, were those who had either been asked to withdraw because of unsatisfactory work or those who had an accumulative academic average below C- (1.7).

CHAPTER V

SUMMARY AND CONCLUSIONS

I. Restatement of the Problem

Purpose and procedure.-- This is a study to show the effect of a definite vocational choice on academic success and failure of veteran students in a metropolitan university. It was conducted by the use of inquiry forms sent to members of the study groups who were selected from the files of the Veterans Center. The inquiries consisted of items pertaining to personal, vocational and educational information.

The groups studied.-- This study covered both single and married male and female students from many states of the United States. These students attended all the schools of the University. All class both undergraduate and graduate and special were represented in the survey as well as students who had graduated.

The "successful" group was made up of 300 individuals who were attending or had attended the University for at least a semester and who had satisfactorily completed the minimum requirements for that period.

The individuals making up the "failures", 850 in number, were those who had either been asked to withdraw because of unsatisfactory work or those who had an accumulative academic average below C- (1.7).

II. Major Findings

The major findings as revealed by this study are:

1. In a study of this nature the responses from members of the "successes" were more favorable than those from the "failures."

2. A definite vocational choice is of little consequence in academic achievement.

3. Veterans whose plans had not been changed recently may have felt more assured as to the permanence and significance of their choice than those who had changed more frequently. They may, for that reason, have been more effectively motivated by the vocational choice.

4. Forty-five per cent of the "failures" stated that they had adequate information concerning their vocational choices.

5. More than half of the study groups stated that they did not have or were uncertain concerning adequate guidance in selecting a vocation.

6. Many students attended schools that they felt did not adequately prepare them for their vocation.

7. Over 90 per cent of the study groups rated education "Essential" and "Important", but not"Essential."

8. Eighteen and four-tenths per cent of the "successes" implied that they would not be in college if they could obtain worthwhile employment by responding "No" and "Uncertain" to the question.

Boston University
School of Education
Library

II. Major Findings

The major findings as revealed by this study are:

1. In a study of this nature the responses from members of the "successes" were more favorable than those from the "failures."

2. A definite vocational choice is of little consequence in academic achievement.

3. Veterans whose plans had not been changed recently may have felt more assured as to the permanence and significance of their choice than those who had changed more frequently. They may, for that reason, have been more effectively motivated by the vocational choice.

4. Ninety-five per cent of the "failures" stated that they had adequate information concerning their vocational choices.

5. More than half of the study groups stated that they did not have or were uncertain concerning adequate guidance in selecting a vocation.

6. Many students attended schools that they felt did not adequately prepare them for their vocation.

7. Over 90 per cent of the study groups rated education "essential" and "important", but not "essential."

8. Eighteen and four-tenths per cent of the "successes" implied that they would not be in college if they could obtain suitable employment by responding "No" and "Uncertain" to the question.

III. Conclusions and Limitations

Conclusions.-- It is reasonable to conclude from this study that:

1. Definite vocational choice and adequate guidance concerning the choice are not the only factors for academic success.

2. The longer one considers his vocational choice, the greater is his chance for success.

3. The schools attended play a definite part in academic achievement.

4. College education is an important factor in obtaining greater success.

5. Some veterans are profitably filling their time by attending school until economic conditions permit them to be gainfully employed.

Limitations.--This study was confined to veterans of Boston University who began training since 1943 and who were in training at least one semester of this period. Test findings including the I.Q. were not considered because of the unavailability of this information.

IV. Recommendations and Suggestions for Further Study

Recommendations.-- The following recommendation is suggested to the guidance department of the Veteran Administration for the purpose of making the guidance services to potential trainees

III. Conclusions and Limitations

Conclusions.-- It is reasonable to conclude from this study that:

1. Definite vocational choice and adequate guidance concerning the choice are not the only factors for academic success.

2. The longer one considers his vocational choice, the greater is his chance for success.

3. The schools attended play a definite part in academic achievement.

4. College education is an important factor in obtaining greater success.

5. Some veterans are profitably filling their time by attending school until economic conditions permit them to be gainfully employed.

Limitations.--This study was confined to veterans of Boston University who began training since 1945 and who were in training at least one semester of this period. Test findings including the I.Q. were not considered because of the unavailability of this information.

IV. Recommendations and Suggestions for Further Study

Recommendations.-- The following recommendation is suggested to the guidance department of the Veteran Administration for the purpose of making the guidance services to potential trainees

more effective:

A more thorough analysis of factors (test findings, vocational choice, permanence of choice, institution for training, applicant's knowledge of vocational choice and significance of education to the applicant) contributing to academic success be made before an individual is permitted to begin training.

Suggestions for further study.-- The following are suggestions for further study:

1. Evaluation of the Veterans Administration's guidance program to the veteran trainee to show the extent of its effectiveness.

2. A comparative study of veteran trainees ("successes" and "failures" showing the significance of the I.Q. and other test findings.

3. A similar study be made at other universities for the purpose of comparing the findings.

more effective:

A more thorough analysis of factors (test validity, vocational choice, permanence of choice, institution for training, applicant's knowledge of vocational choice and significance of education to the applicant) contributing to academic success be made before an individual is permitted to begin training.

<u>Suggestions for further study</u>.-- The following are suggestions for further study:

1. Evaluation of the Veterans Administration's guidance program to the veteran trainee to show the extent of its effectiveness.

2. A comparative study of veteran trainees ("successes" and "failures" showing the significance of the I.Q. and other test findings.

3. A similar study be made at other universities for the purpose of comparing the findings.

BIBLIOGRAPHY

SELECTED BIBLIOGRAPHY

Anderson, H.D. and Davidson, P.E. "Occupational Trends in the United States", Palo Alto, Stanford U. Press, 1940, p.20-51.

Heaton, Kenneth L. and Weedon, Vivian, "The Failing Student", Chicago, The Univ. of Chicago Press, 1939, p.128-139; 245-256.

Kingsley, Howard L., "The Nature and Condition of Learning", New York, Prentice-Hall, Inc., 1946, p. 77.

Prescott, Daniel A., "Emotional and the Education Process", Washington, D.C., 1938, p. 165.

Super, Donald E., "The Dynamics of Vocational Adjustment" New York, Harper and Co., 1942, p.1-7; 82-90; 148-172; 177-189.

_____, "Avocations and Vocational Adjustment", Character and Personality X, 1941, p.51-61.

GENERAL BIBLIOGRAPHY

Anderson, H.D. and Davidson, P.E., "Occupational Trends in the U. S.", Palo Alto, Stanford U. Press, 1940, 618p.

Bell, H.M., "Youth Tell Their Story", Washington, Am. Council on Education, 1938, 273p.

_____, "Matching Youth and Jobs", Washington, Am. Council on Education, 1940, 277p.

Brewer, J.M., "Education as Guidance", New York, MacMillan Co., 1932, 668p.

Hoppock, R., "Job Satisfaction", New York, Harper and Bros., 1935.

Newman, H.H., Freeman, F.N. and Halzinger Twins, "A Study of Heredity and Environment", Chicago, Univ. of Chicago Press, 1937, 369p.

Rogers, Carl D., "Counseling and Psychotherapy", Boston, Houghton and Miflin Co., 1942 450p.

Rogers, Carl D. and Wallen, J.L., "Counseling with Returned Servicemen", McGraw Hill Book Co., 1946, 56p.

SELECTED BIBLIOGRAPHY

Anderson, H.D. and Davidson, P.E. "Occupational Trends in the United States". Palo Alto, Stanford U. Press, 1940, p.20-21.

Heaton, Kenneth L. and Weadon, Vivian. "The Failing Student". Chicago, The Univ. of Chicago Press, 1938, p.129-130; 248-258.

Kingsley, Howard L. "The Nature and Condition of Learning". New York, Prentice-Hall, Inc., 1946, p. 77.

Prescott, Daniel A. "Emotional and the Education Process". Washington, D.C., 1938, p. 105.

Super, Donald E. "The Dynamics of Vocational Adjustment" New York, Harper and Co., 1942, p.1-7; 22-30; 145-172; 177-189.

_____. "Avocations and Vocational Adjustment". Character and Personality X, 1941, p.21-21.

GENERAL BIBLIOGRAPHY

Anderson, H.D. and Davidson, P.E. "Occupational Trends in the U.S.". Palo Alto, Stanford U. Press, 1940, 218p.

Bell, E.M. "Youth Tell Their Story". Washington, Am. Council on Education, 1938, 272p.

_____. "Matching Youth and Jobs". Washington, Am. Council on Education, 1940, 277p.

Brewer, J.M. "Education as Guidance". New York, Macmillan Co., 1932, 558p.

Hoppock, R. "Job Satisfaction". New York, Harper and Bros., 1935.

Newman, R.W., Freeman, F.N. and Holzinger Twins. "A Study of Heredity and Environment". Chicago, Univ. of Chicago Press, 1937, 328p.

Rogers, Carl D. "Counseling and Psychotherapy". Boston, Houghton and Mifflin Co., 1942 450p.

Rogers, Carl D. and Wallen, J.L. "Counseling with Returned Servicemen". Mcgraw Hill Book Co., 1946, 58p.

Shaffer, L.F., "The Psychology of Adjustment: An Objective Approach to Mental Hygiene", Boston, Houghton Miflin Co., 1936, 291p.

ARTICLES FROM PERIODICALS

Bell, Reginald and Wrenn, Gilbert C., "Student Personnel Problems", Farrar and Rinehart, New York, 1942, p.3.

Bingham, W. V., "Occupational Tryouts of a Small-Town Boy", Occupations, XVIII, 1940, p407-410

Hewlett, T.C., "Do the Schools Prepare for Beginning Jobs?" Occupations, XIX, 1941, p.418-426.

Koos, Leonard B., "Manual on the Questionnaire", New York, MacMillan Co., 1928, 178 p.

Levelle, J.M., "Do the High Schools Prepare Youth Only For College?" Occupations, XIX, 1941, p.415-412.

Maule, Frances, "Adjustment for Back to School Youth", Occupations, XVII, 1938, p.843-846.

Rakestraw, C.E., "Cooperative Part Time Diversified Occupations Program," Occupations, 1940, p.403-406.

STUDIES

Curtis, K.E., "The Role of Environmental Motivation and Background", Unpublished Master's Thesis, Clark Univ., Worcester, Mass. 1941.

APPENDIX

24 Braddock Park
Boston, Massachusetts
February 26, 1948

Fellow Veterans:

I am a blinded veteran enrolled in the Boston University School of Education and am investigating certain aspects of the problem of vocational choice of a group of veterans. Your name has been chosen in the representative sampling of Boston University students to be included in the study.

It is hoped that the findings of the study will contribute to improved guidance service for veterans attending schools or colleges.

I would deeply appreciate your answering the enclosed inquiry. My study will not use your name but will incorporate all data received from each veteran. The number which appears in the upper left hand corner of the inquiry will help me to record returns accurately.

In order that I may make the maximum use of the little time available, a prompt reply will be deeply appreciated.

Very truly yours,

Vasco D. Hale

INQUIRY CONCERNING THE VOCATIONAL
OBJECTIVES AND TRAINING OF VETERANS

Classification Data

Please provide as fully as possible the kinds of information requested below:

1. Your age _____

2. Sex: Encircle: Male Female

3. Marital Status: Encircle Married Single

4. What school(s) or college(s) have you attended at Boston University?

Name	Approximate dates	
_____	from _____	to _____
_____	from _____	to _____

5. Please indicate your academic status. (If no longer a student indicate status at time of leaving the University). Please encircle:

Freshman Sophomore Junior Senior Graduate Student Special Student

6. How long were you out of the "service" before continuing your study?

7. If you withdrew from college before graduating, please tell why._____

_____

_____

_____

INQUIRY CONCERNING THE VOCATIONAL
OBJECTIVES AND TRAINING OF VETERANS

Classification Data

Please provide as fully as possible the kinds of information requested below:

1. Your age _____

2. Sex: Encircle: Male Female

3. Marital Status: Encircle Married Single

4. What school(s) or college(s) have you attended at Boston University?

Name	Approximate dates
_____	from _____ to _____
_____	from _____ to _____

5. Please indicate your academic status. (If an longer a student indicate status at time of leaving the University).
Please encircle:

Freshman Sophomore Junior Senior Graduate Students Special Student

6. How long were you out of the "service" before combining your study?

7. If you withdrew from college before graduating, please tell why.
_____
_____
_____
_____

(Form A)

Directions: Please answer fully all questions that apply.

1. Name in order the vocations you would prefer in question of ability, training, finance, and other hindrances did not affect your choice. Consider only your probably satisfaction in the vocation(s).

   a. _____
   b. _____
   c. _____

2. Have you made a definite choice of vocation?
   Encircle: Yes. No.

3. If you have, please give the title of the occupation_____

4. How long have you been considering this particular occupation?
   Encircle: Less than 6 mos. 1 yr. 2 yrs. 3 yrs. 4 yrs. 5 yrs. More than 5 yrs.

5. How certain are you that your vocational choice is the best one for you? Encircle: Quite certain Somewhat Certain Very Uncertain

6. Was your vocational objective arrived at before or after entering college? Encircle: Before entering After entering

7. If you changed your vocational objective since entering college, please note the reason. (In cases where educational training was interrupted by war, the phrase "entering college" refers to re-entrance to college).

   _____
   _____

8. Do your parents favor your choice of vocation?
   Encircle: Yes No Uncertain Question does not apply

9. How adequate is your information about your chosen occupation?
   Encircle: Entirely adequate Somewhat limited Very limited

10. Do you think you have had adequate guidance in the selection of a vocation?
    Encircle: Yes No Uncertain

11. Are you attending the school of your own choice?
    Encircle: Yes No Not sure

12. Do you feel that the college you are now attending or from which you graduated, is providing, or did provide the preparation you need to qualify you for your chosen vocation?
    Encircle: Yes No Not sure

(Form A)

Directions: Please answer fully <u>all</u> questions that apply.

1. Name in order the vocations you would prefer in question of ability, training, finance, and other hindrances did not affect your choice. Consider only your probably satisfaction in the vocation(s).

a. _____

b. _____

c. _____

2. Have you made a definite choice of vocation?
<u>Analysis</u>: Yes. No.

3. If you have, please give the field of the occupation _____

4. How long have you been considering this particular occupation?
<u>Analysis</u>: less than 6 mos. 1 yr. 2 yrs. 3 yrs. 4 yrs. 5 yrs. more than 5 yrs.

5. How certain are you that your vocational choice is the best one for you? <u>Analysis</u>: quite certain somewhat certain Very Uncertain

6. Was your vocational objective arrived at before or after entering college? <u>Analysis</u>: before after
entering entering

7. If you changed your vocational objective since entering college, please note the reason. (In cases where educational training was interrupted by war, the phrase "entering college" refers to re-entrance to college).

_____

_____

8. Do your parents favor your choice of vocation?
<u>Analysis</u>: Yes No Uncertain Question does not apply

9. How adequate is your information about your chosen occupation?
<u>Analysis</u>: Entirely adequate somewhat limited Very limited

10. Do you think you have had adequate guidance in the selection of a vocation?
<u>Analysis</u>: Yes No Uncertain

11. Are you attending the school of your own choice?
<u>Analysis</u>: Yes No Not sure

12. Do you feel that the college you are now attending or from which you graduated, is providing, or did provide the information you need to qualify you for your chosen vocation?
<u>Analysis</u>: Yes No Not sure

(Form A continued)

13. How important do you consider college to be in your life plans?
    Encircle: Essential Important, but not essential Somewhat helpful Unimportant

14. Would you be in college now if you could secure worthwhile employment? Encircle: Yes No Uncertain

(Form B)

Directions: Please answer fully all questions that apply.

1. Name in order the vocation you would prefer if questions of ability, training, finance and other hindrances did not affect your choice. Consider only your probable satisfaction in the vocation(s).
   a. _____
   b. _____
   c. _____

2. Have you made a definite choice of vocation?
   Encircle: Yes No

3. If you have, please give the title of the occupation_____

4. How long have you been considering this particular occupation?
   Encircle: Less than 6 mos. 1 yr. 2 yrs. 3 yrs. 4 yrs. 5 yrs. More than 5 yrs.

5. How certain are you that your vocational choice is the best one for you? Encircle: Quite Certain Somewhat Uncertain Very Uncertain

6. Was your vocational objective arrived at before or after entering college? Encircle: Before Entering After Entering

7. If you changed your vocational objective after entering college but before leaving it, please note the reason. (In cases where educational training was interrupted by war, the phrase "entering college" refers to re-entrance to college)._____

_____

8. Did your parents favor the choice of vocation you had while in college? Encircle: Yes No Uncertain Question does not apply

9. How adequate was your information about the vocation you had in mind in college: Encircle: Entirely adequate Somewhat limited Very limited

10. Do you think you have had adequate guidance in the selection of a vocation? Encircle: Yes No Uncertain

11. Was Boston University your own choice of institution?
    Encircle: Yes No

12. Did you feel that Boston University offered the preparation you needed to qualify you for your chosen vocation?
    Encircle: Yes No To a limited degree

(Form B)

Directions: Please answer fully all questions that apply.

1. Name in order the vocation you would prefer if questions of ability, training, finance and other hindrances did not affect your choice. Consider only your probable satisfaction in the vocation(s).

a. _____

b. _____

c. _____

2. Have you made a definite choice of vocation?
Indicate: Yes No

3. If you have, please give the title of the occupation _____

4. How long have you been considering this particular occupation?
Indicate: Less than 6 mos. 1 yr. 2 yrs. 3 yrs. 4 yrs. 5 yrs. More than 5 yrs.

5. How certain are you that your vocational choice is the best one for you? Indicate: Very Certain Somewhat Certain Uncertain

6. Was your vocational objective arrived at before or after entering college? Indicate: Before Entering After Entering

7. If you changed your vocational objective after entering college but before leaving it, please note the reason. (In cases where educational training was interrupted by war, the phrase "entering college" refers to re-entrance to college). _____

_____

8. Did your parents favor the choice of vocation you had while in college? Indicate: Yes No Uncertain (question does not apply)

9. How adequate was your information about the vocation you had in mind in college: Indicate: Entirely adequate Somewhat Limited Very Limited

10. Do you think you have had adequate guidance in the selection of a vocation? Indicate: Yes No Uncertain

11. Was Boston University your own choice of institution?
Indicate: Yes No

12. Did you feel that Boston University offered the preparation you needed in quality for your chosen vocation?
Indicate: Yes No To a limited degree

13. How important do you consider college to be in your life plans?
<u>Encircle</u>: Essential Important but not essential Unimportant

Somewhat helpful

24 Braddock Park
Boston, Massachusetts
March 29, 1948

Fellow Veteran:

According to my record I have not received your reply to an inquiry from sent you on or about February 26, 1948 which is essential to the survey I am conducting for the investigation of certain aspects of the problem of vocational choice among veteran students. Since it is highly possible that the original inquiry form might have been misplaced, I am enclosing another copy of the same.

I would deeply appreciate your answering and mailing the enclosed inquiry form at your earliest possible convenience. If you have just mailed the form please ignore this note and accept my sincere thanks for your cooperation.

Sincerely

Vasco D. Hale

24 Pembroke Park
Boston, Massachusetts
March 24, 1948

Fellow Veteran:

According to my record I have not received your reply to an inquiry that sent you on or about February 20, 1948 which is essential to the survey I am conducting for the investigation of certain aspects of the problem of vocational choice among veteran students. Since it is highly possible that the original inquiry form might have been misplaced, I am enclosing another copy of the same.

I would deeply appreciate your answering and mailing the enclosed inquiry form at your earliest possible convenience. If you have just mailed the form please ignore this note and accept my sincere thanks for your cooperation.

Sincerely

Vance O. Hale

A sample of the message which was used on the follow-up card.

Fellow Veteran:

More than two weeks ago you should have received a communication from me concerning a survey that I am making. According to my records your reply has not yet been returned.

I would deeply appreciate your cooperation in filling out the inquiry and forwarding the same to me immediately.

Thank you,

Vasco D. Hale

A sample of the message which was used on the follow-up card.

Fellow Veteran:

More than two weeks ago you should have received a communication from me concerning a survey that I am making. According to my records your reply has not yet been returned.

I would deeply appreciate your cooperation in filling out the inquiry and forwarding the same to me immediately.

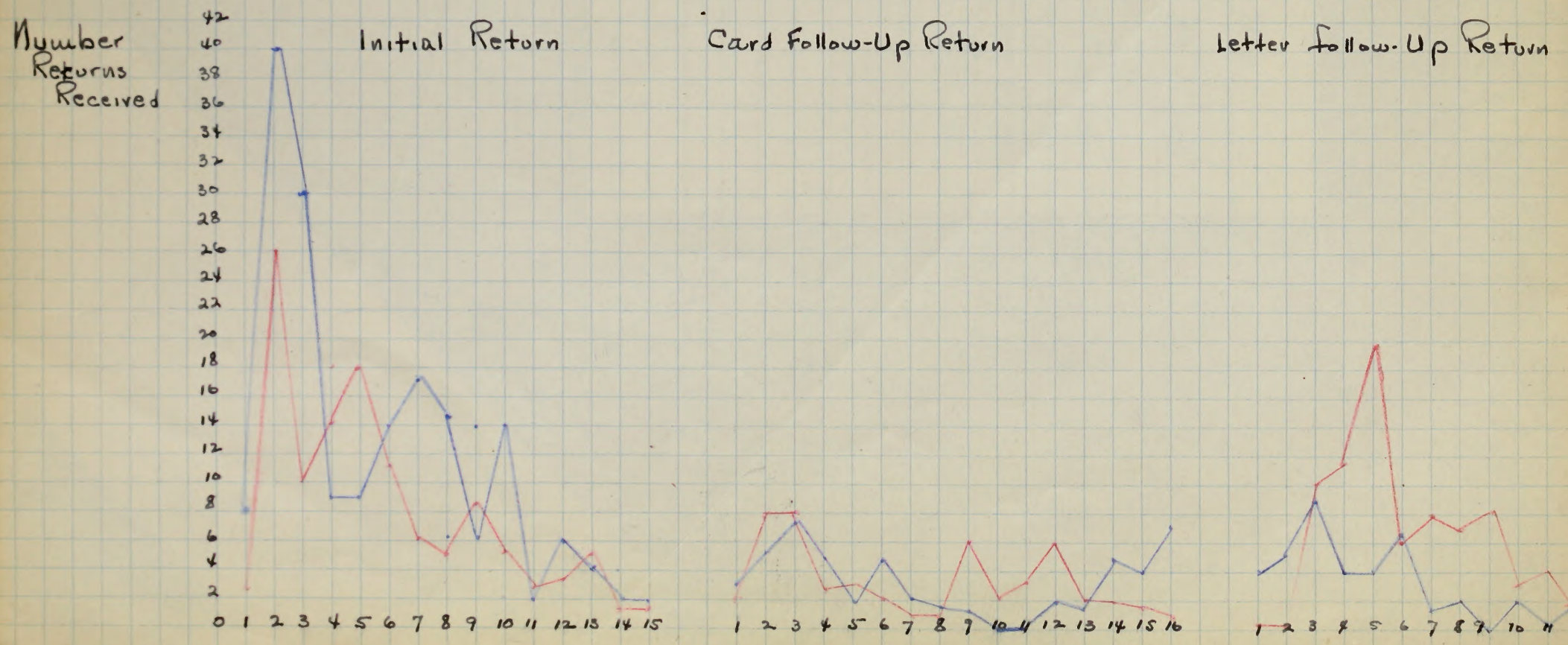
Thank you.

Vance D. Hale

GRAPHS SHOWING DAY BY DAY ACCOUNT OF RETURNS

Success ———

Failure ———



BOSTON UNIVERSITY
1 1719 02547 2210

Date Due

JUL 19 1956		AUG 20	1963
NOV 13 1957		JUL 28 '64	
APR 26 1958		FEB 15	
Room use		JUL 13 1965	
MAY 6 1958		NOV 20 1965	
AUG 19 1959		DEC. 4	1965
Rm. use			
JAN 6 1962			
APR 7 1962			
MAY 12 1962			
Rm. use 12/20/62			
Rm use			
Demco 293-5			

Ed.

Service Paper
Hale, V.D.
1948

stored

ACCOPRESS BINDER
BF 250-P7-EMB
Made By
ACCO PRODUCTS, INC.
Ogdensburg, N. Y., U.S.A.